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ABSTRACT

This document is a supplement to the annotated bibliography "Resources for Performance-Based Education," published by the New York State Education Department (ED 076 555). The supplement adds new instructional modules, films, slide/tapes, programmed materials, video tapes, and other nontextbook materials useful for supporting performance-based teacher education programs. These instructional materials are indexed two ways, by a competency subject classification and by general headings. The subject classification, aimed at teachers, employs seven broad headings and five to eight subheadings. The general index lists the items according to key words, academic subject areas, and series names. The information given includes name of the instructional material, author or developer, distributor, cost of purchase or rental, audience, and grade level in which educational personnel would work. (BRB/CCM)

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SP

PERFORMANCE EDUCATION

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RESOURCES FOR PERFORMANCE-BASED EDUCATION
SUPPLEMENT A

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WITH KAREN S. NELSON and ELIZABETH C. HOUSTON

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
DIVISION OF TEACHER EDUCATION AND CERTIFICATION
and
MULTI-STATE CONSORTIUM ON PERFORMANCE-BASED
TEACHER EDUCATION

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Foreword

The Division of Teacher Education and Certification of the New York State Education Department is pleased to make available to interested readers this resource guide to competency-based teacher education materials which was developed by W. Robert Houston and colleagues. This resource guide supplements one published in March, 1973. The publication was developed pursuant to a contract with Designers Group, Houston, Texas, through funds available to the New York State Education Department under Part B-2 of the Education Professions Development Act.

The printing and dissemination cost of this publication were borne by the Multi-State Consortium on Performance-Based Teacher Education. It is the belief of the New York State Education Department and the Multi-State Consortium on Performance-Based Teacher Education that this guide will be of significant value to all those engaged in developing and refining competency-based teacher education programs.

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Introduction

In March, 1973, **Resources for Performance-Based Education** was published by the New York State Education Department and distributed by the Multi-State Consortium on Performance Based Teacher Education. Since that time many new resources have been developed and others identified by the project staff which provide rich materials for professional educational preparation programs. This **Supplement** includes annotations of these materials. It includes annotations of modules, films slide/tapes, programmed materials, videotapes, and other non-textbook materials which would support a performance based or competency based professional education program.

Performance Based Education

Performance Based or Competency Based Education[1] has developed during the past few years as a viable movement to improve the preparation of educational personnel. In PBE, the competencies to be acquired are made explicit, known to learner and instructor alike, and defined in terms of a professional role. Students are held accountable for demonstrating these competencies rather than completing a time-based course of study. Program designers are accountable for specifying, testing, and revising objectives; developing alternative learning experiences which facilitate student achievement of those objectives; and evaluating student accomplishment and the program.[2]

Instructional objectives are often classified according to the criteria applied in assessing competence. **Cognitive** objectives specify knowledge and intellectual abilities and skills which are to be demonstrated by the learner. **Performance** objectives require the learner to demonstrate professional role behaviors. With **Consequence** objectives, the individual is expected to bring about change in others. To assess a prospective teacher's ability to teach, the achievements of pupils he instructs are examined. Conventional preparation programs emphasize **Cognitive** objectives, PBE programs shift the focus to **Performance** and **Consequence** objectives. What the educator can do or accomplish seems more important than what he simply knows about his role. **Affective** objectives permeate all aspects of a program, dealing with attitudes, values, and beliefs. Such objectives resist the precise definition sought by PBE. Nevertheless, their importance and interrelationships with other aspects of competency make them vital to the success of any program. Rather than specifying learner outcomes as is done with the first four types, **Exploratory** objectives identify activities which hold promise for important learning. While PBE does not depend on **Exploratory** objectives, experiences specified in them may lead to identification of other objectives or provide exploration in areas where precise learner outcomes have not yet been explicated.

In PBE, program objectives are specified prior to designing instructional strategies or selecting resources. Instruction then is designed and focused on specific objectives, and its effectiveness can be assessed by measuring the extent to which learners achieve objectives. Selecting or designing specific instructional resources which facilitate learning of such objectives is crucial in PBE, and a source of continued concern for program designers.

[1] Both "Performance based" and "Competency based" as descriptors for this movement are extensively and interchangeably used in the profession, and are so employed herein.

[2] PBE is described, defined, and analyzed in several publications, including the American Association of Colleges for Teacher Education series on performance-based teacher education, notably paper #1: Stanley Elam, **Performance-Based Teacher Education: What is the State of the Art?** (Washington, D.C.: AACTE, 1971); W. Robert Houston and Robert H. Howsam (ed.) **Competency-Based Teacher Education: Progress, Problems, and Prospects** (Palo Alto, Calif.: Science Research Associates, 1972); and Wilford Weber et al., **CBTE Guidebook** (Westfield, Texas 77090: Competency Based Instructional Systems, P. O. Box 90627).

During the past few years a multiplicity of excellent instructional resources have been developed. Many meet evolving needs in education — to facilitate teacher competence in using instructional strategies such as set induction, pacing, closure, and questioning techniques; to demonstrate important aspects of cultural pluralism; or to improve skills of administrators in employing systemic management procedures. When carefully selected and tailored to appropriate populations and objectives, these new instructional materials can greatly enhance a professional preparation program.

The Annotation Process

While a rapidly increasing number of instructional materials have been developed during the past few years, program designers have not had access to a comprehensive annotated listing of these resources. The purpose of this project was to survey potential materials throughout the country, review and annotate them, and index them for ready access.

Resources annotated include films, slide/tapes, modules, programmed texts, and multi-media kits for training prospective or inservice educational personnel. The following were not included: textbooks (since they are generally accessible and because of the extensive collection); materials produced prior to 1967; resources for children; materials whose primary purpose is to teach content (e.g., English, mathematics, etc.) unless they are in modular format; descriptions of programs; or lists of objectives or competencies.

A number of instructional modules have been annotated. Almost all of these are still being developed, and many are undergoing major revisions. The quality and creativeness of modules vary widely. Those who propose using modules designed elsewhere may be advised that most program designers find it more effective to *adapt* them than simply *adopt* them for their current program. After having identified the philosophy and assumptions underlying a program, stipulating assumptions, and specifying specific objectives, program designers will find most modules require modification to be appropriate. Because a module has been included herein does not imply a degree of comprehensiveness, development, polish, or completeness. It may, however, stimulate local variations and provide ideas for activities, materials, and assessment modes.

To insure adequate coverage of potential resources, the authors contacted PBE program developers throughout the country, commercial publishers, R&D Centers, educational laboratories, professional organizations, Teacher Corps projects, Special Education Instructional Materials Centers, Protocol and Training Materials projects, university udio-visual centers, and others known to be concerned with the development of resources.

Despite endeavors to be comprehensive and complete, some very useful and promising resources may have been missed. Some materials were not available but descriptions were; in several cases annotations were written from these. The authors invite developers to submit modules, materials, and other resources to be included in supplements to this guide.

Using This Resource Guide

Competency Classification. Materials are indexed in two ways. The first keys resources to the **Florida Catalog of Teacher Competencies**.[3] This system classifies objectives and materials within competency categories for educational personnel, particularly teachers. It is composed of 7 general categories with from 5 to 8 subcategories for each. A complete list is included immediately prior to the index.

Some resources are specifically related to one or two subcategories. Others, which could be classified in all subcategories in a section, were indexed in the general heading (10, 20, ..., 70). When searching for resources, readers should check both the appropriate subcategory and the general category. For example, materials on higher-order questions are indexed in subcategory 37, "Questioning and Responding" as well as category 30, "Conducting and Implementing Instruction."

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[3] Norman R. Dodl, Catalog of Teacher Competencies (Tallahassee: Florida Department of Education, 1972).

General Index. In the second index, resources are classified by *key words, descriptions, academic subject areas,* and *name of the series*. The name of the material is included under each appropriate heading. In both indexes a capital letter preceding the title identifies the *type of media* employed. For example, two items are listed in the General Index under "Curriculum."

S Evolving Patterns for School Science Facilities
M Field Supervisory Training Program

The first is a sound/filmstrip presentation while the second is an instructional module. Media and their codes are:

A	Audiotapes
B	Books, guides, or printed matter
F	Films
G	Games and simulations
K	Kits, multimedia packages, or minicourses
M	Modules
P	Programmed texts
S	Slide/tapes or filmstrips, almost all with audio support
V	Videotapes

Annotations. Each instructional resource has been annotated and listed alphabetically in this guide. Identifiers for each include:

- Name of resource
- Author or developer
- Distributor code (see back for full name and address)
- Cost of purchase or rental
- Audience (teachers, administrators, counselors, supervisors, subprofessional *(teacher aides, clerks, etc.)*, librarians, learning resource center directors, etc.)
- Level of school program in which educational personnel would work (early childhood, elementary, middle or junior high, high school, or all levels)

The *Objectives* for the resources are listed if they were specified by the developer. Some focus on the purposes of the materials while others are concerned with audience behavior. Under *Description,* activities specified in the resource are outlined, materials identified, special requirements delineated, and average completion time estimated. *Evaluation* describes the assessment procedures for learners and any completed studies of the effectiveness of the resource. If a resource is part of a series, this too is noted. The series name and all materials included are listed in the General Index. Thus, if a reader wanted annotations on the resources in the same series, he would look up the series name in the General Index.

Addresses of Distributors. In each annotation, a coded name identifies the distributor. In the back of this Guide, the full names and addresses for distributors are listed.

Acknowledgements

This project has been supported by a grant from the Division of Teacher Education and Certification of the New York State Education Department, Vincent C. Gazzetta, Director. Direct project supervision was the responsibility of Mike Van Ryn, Chief of the Bureau of Inservice Education. The project was conceived by them as a useful data source for those programs currently experimenting with competency-based education. In its initial stages and as the project progressed, their suggestions and ideas contributed substantially to the usefulness of this guide. Mary Van Ryn has been extremely helpful with fiscal arrangements and the mass of administrative detail.

The Multi-State Consortium on Performance-Based Teacher Education is dedicated to improved preparation programs and certification standards. The Consortium publishes the **PBTE Newsletter**, papers, monographs; sponsors working conferences on timely topics; and is printing and disseminating this document. To Theodore E. Andrews, Consortium Director, the authors are particularly grateful for facilitating data collection, and for his encouragement and support throughout the project.

Many persons in addition to the identified authors have contributed to the collection and annotation of resources. Robert Kolvoord, President of Designers Group, Inc., designed the format for the guide and provided overall leadership. Karl Massanari, American Association of Colleges for Teacher Education, generously shared a listing of colleges currently developing PBE programs. J. Bruce Burke, Norman R. Dodl, Gene E. Hall, and Wilford Weber have assisted with various parts of the project. John Houston and Pat Heinicke checked and alphabetized indexes. Lastly, thanks are deeply expressed to the hundreds of person who contributed modules and materials for annotation.

Competency Classifications

KEY

10 ASSESSING AND EVALUATING STUDENT BEHAVIOR

11 — Selecting assessment instruments
12 — Designing and developing assessment instruments
13 — Collecting and quantifying data
14 — Diagnosing student difficulties or abilities
15 — Summarizing and interpreting data
16 — Involving students in self-evaluation
17 — Diagnosing student affective characteristics

20 PLANNING INSTRUCTION

21 — Selecting and specifying goals, aims, and objectives
22 — Selecting instructional strategies
23 — Organizing students
24 — Selecting or developing materials and activities
25 — Collaborating with others in planning
26 — Developing procedures and routines
27 — Evaluating instruction and instructional design

30 CONDUCTING AND IMPLEMENTING INSTRUCTION

31 — Structuring; establishing rapport and providing atmosphere
32 — Motivating and reinforcing students; providing for feedback
33 — Conducting discussion and small group activities
34 — Individualizing instruction and conducting individual activities
35 — Presenting information and giving directions
36 — Utilizing deductive, inductive thinking or problem-solving
37 — Questioning and responding
38 — Utilizing audio-visual equipment and aids (resources)

40 PERFORMING ADMINISTRATIVE DUTIES

41 — Supervising aides, tutors, etc.
42 — Arranging physical environment
43 — Establishing and maintaining procedures and routines
44 — Maintaining records
45 — Organizing materials

50 COMMUNICATING AND INTERACTING

51 — Conferring with parents
52 — Counseling students
53 — Representing school and school programs
54 — Involving others in the school program
55 — Establishing and maintaining professional relationships

60 DEVELOPING PERSONAL SKILLS

61 — Accepting self
62 — Evaluating self
63 — Planning for self-improvement and improving self
64 — Accepting responsibility
65 — Developing subject-related skills
66 — Accepting others
67 — Solving problems

70 DEVELOPING PUPIL SELF

71 — Developing pupil self-concept
72 — Developing pupil social interaction skills
73 — Developing pupil learning to learn skills
74 — Developing pupil acceptance of responsibility
75 — Developing pupil attitudes and values

Competency Classification Index

•10 ASSESSING AND EVALUATING STUDENT BEHAVIOR

M	Arithmetic — Teaching Principles for Elementary Classroom Use
F	Checking Up
M	Classroom Management Strategies
M	Criterion Referenced Testing
M	Diagnosing and Prescribing for Reading
M	Diagnosis in Mental Retardation
M	Diagnostic Module D-2
M	Educational Measurement
M	Effective Planning, Teaching, and Evaluation: An Applied Course
F	Evaluating the Retarded Client
F	Eynsham
M	How Does CAM Relate to Course Structure
M	Human Growth and Development
M	Impact of CAM on Course Objectives
P	Individualized Instruction: Materials and Classroom Procedures
K	Instructional Accountability: Philosophy and Methodology
M	Instructional Needs Assessment Task Analysis and Entry Behavior
M	Interaction Analysis (Analysis of Verbal Behavior)
M	Introduction to Comprehensive Achievement Monitoring (CAM)
S	Let's Try Something Else Kind of Thing: Precision Teaching
M	Managing Behavior
A	New Approaches to Old Problems
B	Objectives and Selected Bibliography
M	Oral Language — Phase I
B,M	Performance-Based Guide to Student Teaching
B,P	Prescriptive Teaching System: Individual Instruction
M	Psychological Statistics
M	Psychological Theory and Its Implications for Instructional Efforts
M	Reading Methods (C.S.U.-San Diego)
M	Reinforcement Principles for Elementary Classroom Use
M	Research
V	Science in Your Classroom
M	Specification for CAM Tests
M	Summary of Comprehensive Achievement Monitoring (CAM)
M	Teacher Competencies
M	Teaching for Mastery
M	Teaching Language Arts: Diagnosing Elementary Reading Ability
F	Teaching the Disadvantaged Adult: Evaluation
K	Tests and Measurement Kits
A,B	Tests and Use of Tests (Violations of Human and Civil Rights)
F	Three Year Olds
F	Understanding Children's Play
M	Using Behavioral Objectives

•11 SELECTING ASSESSMENT INSTRUMENTS

M	Assessing Progress towards Achievement of Performance Objectives
F	Classification
M	Construction of Achievement Tests
M	Criterion Referenced Testing
M	Diagnosing and Prescribing for Reading
M	Diagnostic Evaluation of Reading Progress
V	Measuring Hearing
A	New Techniques for Assessing Cognitive Development
F	Readiness for Reading
M	Specification for CAM Tests
M	Summary of Comprehensive Achievement Monitoring (CAM)
M	Teaching for Mastery
M	Teaching Language Arts: Diagnosing Elementary Reading Ability
F	Teaching the Disadvantaged Adult: Evaluation
K	Tests and Measurement Kits
A	Use of Standardized Tests by Teachers, Parts I and II

•12 DESIGNING AND DEVELOPING ASSESSMENT INSTRUMENTS

M	Assessing Progress towards Achievement of Performance Objectives
F	Balloons: Aggression and Destruction Games
B	Competencies Essential for Diagnosing Reading Difficulties
M	Construction of Achievement Tests
M	Disgnosing and Prescribing for Reading
M	Diagnostic Evaluation of Reading Progress
M	How Does CAM Relate to Course Structure
M	Interaction Analysis
M	Learning Process
F	Readiness for Reading
M	Research
M	Specification for CAM Tests
M	Teaching for Mastery
M	Teaching Language Arts: Diagnosing Elementary Reading Ability
K	Tests and Measurement Kits
F	Using Diagnosis in a Mathematics Classroom
*F	Visualization — A Key to Reading

•13 COLLECTING AND QUANTIFYING DATA

F	Checking Up
M	Child Development with Implications for Working with Disadvantaged Children and Their Families
F	Classification
M	Development of a Teaching Prescription
M	Diagnosing and Prescribing for Reading
M	Interaction Analysis
M	Interaction Analysis (Analysis of Verbal Behavior)
M	Measures of Central Tendency
M	Needs Analysis
A	New Techniques for Assessing Cognitive Development
M	Psychological Statistics
F	Reading: Diagnosing Needs
M	Recognition and Remediation of Disorders Relating to Inadequacy in Sensory Processing
M	Reinforcement Principles for Elementary Classroom Use
M	Research
M	Specification for CAM Tests
M	Summary of Comprehensive Achievement Monitoring (CAM)
M	Teaching Language Arts: Diagnosing Elementary Reading Ability
F	Teaching the Disadvantaged Adult: Evaluation
K	Tests and Measurement Kits
*K	Verbal Interaction in the Cognitive Domain

•14 DIAGNOSING STUDENT DIFFICULTIES OR ABILITIES

M	Addition of Whole Numbers
F	Alice — A High School Junior
F	Auditorially Handicapped Child: The Deaf
F	Broken Bridge
F	Camphill School
M	Causes of Mental Retardation

A — Audiotapes; B — Books, Guides, Printed Matter; F — Films; G — Games and Simulations; K — Kits, Multi-Media Packages, or Mini-Courses; M — Modules; P — Programmed Texts; S — Slide/Tapes and Filmstrips; V — Videotapes; * — Annotated in First Edition of this Guide.

F Cerebral Palsied Child
M Child Development with Implications for Working with Disadvantaged Children and Their Families
F Child Experts
V Child Reads
F Children without Words
F Chronic Disorders
F Classification
F Community and the Exceptional Child: Summary
B Competencies Essential for Diagnosing Reading Difficulties
S Creativity: A Way of Learning
F Crippled Child
M Developing Comprehension Analysis of Meaning: A Resource Module
M Diagnosing and Prescribing for Reading
M Diagnostic Evaluation of Reading Progress
F Dick — A Fifth Grader
F Early Clinical Aspects of Mental Retardation
F Early Recognition of Learning Disabilities
M Educating Exceptional Children
F Epileptic Child
F Everybody Wins
F Exceptional Child (Time/Life)
A Expanding the Educational Horizons
F Foundation for Growth
F Gifted Child (Indiana)
F Greg — An Eighth Grader
F Growth of Intelligence in the Preschool Years
M How Children Fail — Holt, Postman & Weingartner
F If These Were Your Children
F In a Class . . . All by Himself
F Individual Differences: Introduction
F Instructional Development
F Keith — A Second Grader
F Kevin
F Learning Disabilities
V Light for Debra
F Looking at Children
M Making Observations and Inferences
V Man — His Growth and Development: Birth through Adolescense
V Measuring Hearing
M Mental Retardation Categories
F Mentally Handicapped: Educable
F Mentally Retarded: Trainable
F Music in Early Childhood
F Nature of Mental Retardation
M Needs Analysis
F New Estate
A New Techniques for Assessing Cognitive Development
M Numeration
F One Child in a Hundred
F Operant Audiometry with Severely Retarded Children
V Parent Education Program
V Pattern for Change
F Pay Attention
A Personalizing Reading Skills
M Physical Education Component of a Competency-Based Elementary Education Program
F Problems and Remedies
F Rafe
F Readiness for Reading
F Reading: Diagnosing Needs
M Reading Methods (C.S.U.-San Diego)
M Reading Methods (St. Scholastica)
F Realities of Blindness
M Recognition and Remediation of Disorders Relating to Inadequacy in Sensory Processing
M Reinforcement Principles for Elementary Classroom Use
F Riley Family
F Rx for Learning
K School Daze of the Learning Disability Child
M Science Education
M Secondary Reading
M Selection of Objectives
F Socially Maladjusted Child
M Special Education and the Law
F Speech Disorders: Physical Handicaps
F Speech Disorders: Stuttering
M Structure Techniques for Children with Defects in Attention
M Student — Referenced Learning Activities
M Subtraction of Whole Numbers
M Systematic Reading Instruction
M Teacher Competencies
G Teacher's Lounge
M Teaching for Mastery
M Teaching Language Arts: Diagnosing Elementary Reading Ability
M Teaching Language Arts in the Elementary School (Buffalo)
M Teaching Language Arts — Phase I
M Teaching of Mathematics (Benford)
K Teaching the Culturally Disadvantaged
F Teaching the Disadvantaged Adult: Evaluation
F Time for Georgia
F Time for Talent
F Time to Mend
S Understanding Children's Art Expression
F Using Diagnosis in a Mathematics Classroom
M Using Psychological Principles
*F Visualization — A Key to Reading
F Visually Handicapped Child: The Blind
F Visually Handicapped Child: The Partially Sighted
S What Can You Do to Help Your Child Succeed?
S When Every High School Teacher Is a Reading Teacher
F When Should Grownups Help?
M Whole Number Concepts I: Learning Stages

•15 SUMMARIZING AND INTERPRETING DATA

F Alice — A High School Junior
M Development of a Teaching Prescription
M Diagnosing and Prescribing for Reading
F Greg — An Eighth Grader
F Instructional Development
M Interaction Analysis
M Interaction Analysis (Analysis of Verbal Behavior)
F Kieth — A Second Grader
M Measures of Central Tendency
M Needs Analysis
M Psychological Statistics
F Readiness for Reading
F Reading: Diagnosing Needs
M Reading Methods (St. Scholastica)
M Research
M Specification for CAM Tests
M Summary of Comprehensive Achievement Monitoring (CAM)
M Teaching for Mastery
M Teaching Language Arts: Diagnosing Elementary Reading Ability
F Teaching the Disadvantaged Adult: Evaluation
F Using Diagnosis in a Mathematics Classroom

•16 INVOLVING STUDENTS IN SELF-EVALUATION

M Teacher Competencies
F Teaching the Disadvantaged Adult: Evaluation

•17 DIAGNOSING STUDENT AFFECTIVE CHARACTERISTICS

F Alice — A High School Junior
F Auditorially Handicapped Child: The Deaf
F Balloons: Aggression and Destruction Games
F Crippled Child
M Development of a Teaching Prescription
M Diagnostic Evaluation of Reading Progress
F Dick — A Fifth Grader
V Dynamics of Classroom Behavior
F Emotional Styles in Human Behavior
F Feather
F Finger Painting
M Formulating Complete Affective Objectives
F Gifted Child (Indiana)
F Greg — An Eighth Grader
F Growing Up in a Scary World
M Helping Students Learn by the Inquiry or Discovery Method
M Human Growth and Development
F If These Were Your Children
M Improving Student Behavior
F Individual Differences: Introduction
M Introduction to Transactional Analysis: Ego States
F Keith — A Second Grader
F Kids Are People,Too
M Learning Process
M Nonverbal Communication and the Affective Domain
F Perception
M Reinforcement Principles for Elementary Classroom Use
F Role Enactment in Children's Play
F Socially Maladjusted Child
F Speech Disorders: Stuttering
A Teacher as a Classroom Manager
F Teaching the Disadvantaged Adult: Evaluation
F Three Year Olds
F Understanding Aggression
M Understanding Individual Behavior
M Values for Education: An Effective Method of Instruction
F Vandalism — Why?
S Welcome to Our World

•20 PLANNING INSTRUCTION

M Basic Concepts and Principles of Teaching
B Bilingual Education: A Needs Assessment Case Study/Implementing Competency-Based Educational Programs at Southern University
F Bridge to the Future
V Child Reads
M Competency-Based Education
K Coordinated Instructional Systems: An Individualized Course for Teachers
K Curriculum Design and Development for Effective Learning
A Curriculum Planning As It Should Be
B Curriculum Specialist's Role in Enabling Interns to Acquire and Demonstrate Mastery of Teaching Competencies
M Developing Comprehension Analysis of Meaning: A Resource Module
M Developing/Curriculum
M Developing/Instruction
F Drug Decision
V Educational Objectives
M Effective Planning, Teaching, and Evaluation: An Applied Course
M Effective Questioning for Critical Thinking
M Elementary School Science
M Field Supervisory Training Program
F Gifted Child (Time/Life)
F How to Start Construction in the Elementary Classroom
M Improvement of Science Instruction
M Individualizing Reading Instruction
B Inservice Education: Procedures for Preparing LAP's
M Instruction: Values and Moral Development
F Instructional Development
M Instructional Module for Developing Competence in Writing Lesson Plans, Using Them, and Evaluating Their Worth
M Instructional Needs Assessment Task Analysis and Entry Behavior
M Instructional Strategies for Learning Activities Package
M Instructional Technology Workshop
K Introduction to Team Teaching
F Just Beyond the Chalkboard
M LAP on Writing LAPS
M Lesson and Unit Planning
K Managing the Learning Process
M Modification of Objectives
M Modifying Academic Behavior
K New Strategies for Social Education
B Objectives and Selected Bibliography
F One Child in a Hundred
B Packages for Autonomous Learning (PAL) System: Prospectus/Instructor's Manual/Illustrative Products
B Performance-Based Guide to Student Teaching
M Performance Standard Unit on How to Write a UNIPAC
M Physical Education Component of a Competency-Based Elementary Education Program
B,S Pictograph Handbooks and Audiotapes Series
M Planning an Instructional Sequence
M Planning Educational Programs Using Systematic Procedures
M Planning for Change
M Planning for Teaching (Dallas)
M Planning for Teaching (Georgia)
M Professional Sequence Guide: Handbook of Individualized Instructional Lessons for Preservice Secondary Teachers
M Putting an Instructional Package (LAP) Together
M Rationale in Theory and Practice for Teaching Science in the Elementary School
M Reading Methods (C.S.U.-San Diego)
M Reading Methods (St. Scholastica)
V Science in Your Classroom
M Secondary Reading
M Seminar on Competency-Based Teacher Education for University Personnel
M Social Action
M Social Studies Methods
M Social Studies: Structures, Sources, Directions, and Models
M Social Studies: The Social Sciences as Content
F Stages of Instruction — Preparation
M Systematic Reading Instruction
M Teacher Competencies
M Teaching I
F Teaching Is Listening
M Teaching Kit

M Teaching Language Arts in the Elementary School (Glass T.C.)
M Teaching Language Arts — Phase II
M Teaching Mathematical Ideas
M Teaching of Mathematics (Benford)
M Teaching of Mathematics (Woodworth)
F,V Television Techniques for Teachers
M Understanding the Characteristics of Competency-Based Education
M Using Planned Repetition
S Visual Fable
S When Every High School Teacher Is a Reading Teacher

•21 SELECTING AND SPECIFYING GOALS, AIMS, AND OBJECTIVES

F All in a Lifetime
M Arithmetic — Teaching Principles for Elementary Classroom Use
M Basic Concepts and Principles of Teaching
M Behavioral Approach to Teaching
M Behavioral Objectives
F Bridge to the Future
F Brothers and Teachers
M Choosing Course Curriculum
M Classification of Objectives
F Common Sense and the New Mathematics
F Community and the Exceptional Child: Summary
M Comparing Curricula
M Competencies Essential for Diagnosing Reading Difficulties
M Components of Measurable Objectives
M Concept of Behavioral Objectives
F Conservation
K Curriculum Design and Development for Effective Learning
M Curriculum Methods and Materials (Buffalo)
M Deschooling Society — Ivan Illich
M Developing/Instruction
F Digging for Black Pride
F Drug Decision
A Early Childhood Education and the Exceptional Child
V Educational Objectives
M Formulating Complete Effective Objectives
M Formulating Useful Instructional Objectives
F Futurists
F Glasser on Schools
P Goal and Behavioral Objective Writing for Level III: Teachers & Therapists
M Guide to Classifying and Writing Instructional Objectives
M Harmonizing Questions and Activities Used by Teachers with the Level of Cognitive Behavior Expected of Pupils
M Impact of CAM on Course Objectives
M Implementation Module I-2
M In-Depth Study of Objectives in the Affective and Psychomotor Domain
M Individualized Instruction
P Individualized Instruction: Materials and Classroom Procedures
A Innovative Techniques for Inservice Program
F Instructional Development
M Instructional Needs Assessment Task Analysis and Entry Behavior
M Instructional Technology Workshop
M Introduction to Behavioral Objectives
M LAP on Writing LAPS
M Learning Process
K Management by Objectives
M Managing Behavior
M Modification of Objectives
M Module Cluster on Instructional Objectives
P New Approaches to Behavioral Objectives
M Operationalizing Goals
F Our Schools Have Kept Us Free
M Overview of Objectives in the Cognitive, Affective, and Psychomotor Domain with In-Depth Study of the Cognitive Domain
M Philosophy and Writings — Jerome Bruner, Unit I
M Philosophy of Education
M Philosophy of Instruction for the Social Studies in the Elementary School
M Philosophy of William Glasser
F Physical Education for Blind Children
B,S Pictograph Handbooks and Audiotape Series
M Planning an Instructional Sequence
M Planning for Teaching (Georgia)
S Prescriptive Material Retrieval System
M Principles of Business Education
F Principles of Learning
M Process Standards
F Qualities of Movement
M Reinforcement Principles for Elementary Classroom Use
M Relations of Objectives to Instructional Models
F Rx for Learning
M Science of the Art of Giving Directions
M Secondary Reading
M Selection of Objectives
M Specifying Assumptions, Goals, and Objectives for Competency-Based Education Programs
F Speech Disorders: Stuttering
M Structuring Objectives for Course Development
M Student-Referenced Learning Activities
M Teacher Codes Course Objectives
M Teacher Competencies
M Teacher Guide for Self-Appraisal
M Teaching for Mastery
M Teaching Kit
M Teaching Mathematical Ideas
F Three Looms Waiting
F To Open Eyes
M Understanding the Kinds of Objectives in the System for Pupil Program Evaluation and Development (SPPED)
M Using Behavioral Objectives
F Whole Number System — Key Ideas
M Writing and Classifying Instructional Objectives
K Writing Objectives for Improved Instruction
M Writing Objectives — Higher Cognitive Domain

•22 SELECTING INSTRUCTIONAL STRATEGIES

M Action Research for Improving Instruction
F Activity Oriented Classroom
F All the Self There Is
A American Association of Elementary-Kindergarten-Nursery Educators' Audiotape Library
K Arithmetic Project
M Art of Teaching the Social Studies
F Autism's Lonely Children
F Basketball: Game Coaching
F Basketball: Pre-Season Coaching
F Battling Brook Primary School: Four Days in September
M Behavioral Approach to Teaching
F Being Me
F Bridge to the Future
F Broken Bridge
F Brothers and Teachers

A — Audiotapes; B — Books, Guides, Printed Matter; F — Films; G — Games and Simulations; K — Kits, Multi-Media Packages, or Mini-Courses; M — Modules; P — Programmed Texts; S — Slide/Tapes and Filmstrips; V — Videotapes; * — Annotated in First Edition of this Guide.

F	Bucklesbury Farm
F	Camphill School
F	Changeover
V	Child Reads
F	Children and Color
F	Children of the Silent Night
F	Children without Words
F	City Infants
F	Common Sense and the New Mathematics
M	Comparing Curricula
M	Contemporary Education
F	Creative Writing Series
K	Curriculum Design and Development for Effective Learning
M	Curriculum Methods and Materials (Buffalo T.C.)
F	Decimalization and Metrication
M	Deschooling Society — Ivan Illich
M	Developing Basic Map, Globe, Chart, and Graph Skills
M	Developing/Instruction
M	Developing Short Term Inquiry Strategies in the Social Studies
F	Development Center for Handicapped Minors
M	Development of a Teaching Prescription
F	Digging for Black Pride
V	Diversity in Education
V	Do You Read Me
F	Dorothy Heathcote Talks to Teachers: Part II
F	Drug Decision
M	Dynamics of Multicultural Society
M	Educating Exceptional Children
A	Education and Innovation
V	Educational Objectives
F	Elizabethan Village
F	Everybody Wins
S	Evolving Patterns for School Science Facilities
F	Exceptional Child (NBC)
A	Expanding the Educational Horizons
F	Eye of a Child
F	Eynsham
F	Finding Out
F	Four Learning Exercises on Role Enactment
F	Freedom to Think
F	From Here to There
F	Functional Teaching of Numbers
F	Functional Teaching of Reading and Writing
M	Geometry I: Awareness Geometry
F	Glasser on Schools
F	Graduation Day
A	High Schools for the Real World
F	Horizon of Hope
F	How Blind Children Learn
F	How Do Children Think?
F	How to Develop a Theme
F	I Do and I Understand
A	Impact of Change on Accepted Practices
B	Improving Motor-Perceptual Skills
F	Improvised Drama — Part I
F	Improvised Drama — Part II
M	Increasing Student Involvement
A	Individualized Instruction in Continuous Progress Programs
K	Individualized Instruction Kit
M	Individualized Instruction — Reading Methods
A	Innovation by Design
F	Inside Out
M	Instruction: Inquiry and Decision-Making
F	Instructional Development

M	Instructional Models
M	Instructional Strategies for Learning Activity Package
F	Interdisciplinary Approaches: Should They Include Industrial Arts?
F	Into Secondary School
F	Into Tomorrow
F	Introduction to Movement Education
K	Introduction to Team Teaching
A	Keeping Pace with Change/Updated Teaching Techniques
A	Keeping Up: Educational Change
F	Kids Are People, Too
F	Language Building
M	LAP on Writing LAPS
F	Learning by Design or the Influence of Environment
F	Learning Disabilities and the Blocked Sensory Input Technique
V	Learning to Speak
S	Let's Try Something Else Kind of Thing: Precision Teaching
F	Light from a Black Box
M	Making Observations and Inferences
M	Making Observations Make Sense
M	Making Quantitative Observations
F	Maths Is a Monster
F	Mentally Handicapped: Educable
M	Microteaching (Midwest)
M	Microteaching (Wichita)
S	Modern Schools Project: Rationale
F	Mrs. Ryan's Drama Class
F	My Child Is Blind
F	My Computer Understands Me
S	Negro in American History
A	New Approaches to Old Problems
K	New Strategies for Social Education
F	Nobody Took the Time
M	Non-Authoritarian Teaching — John Holt
A	Nongradedness — How It Looks in the Real World
F	Oakleaf Project
F	Oh Yes, These Are Very Special Children
F	Onto the Page and into the World
F	Operations with Whole Numbers
F	Our Own Music
F	Outdoor Education
F	Pay Attention
M	Performance Standard Unit on How to Write a UNIPAC
A	Personalizing Reading Skills
M	Philosophy of Herbert Kohl
M	Philosophy of Willian Glasser
B,S	Pictograph Handbooks and Audiotapes Series
F	Point of View
F	Practicing Mathematical Skills
F	Principles of Learning
F	Programmed Instruction — The Development Process
M	Programmed Learning Unit on Individualizing Learning
M	Psychological Theory and Its Implications for Instructional Efforts
F	Purple Turtle
A	Reaching and Teaching Culturally Deprived Children
F	Realities of Blindness
M	Recent Educational Innovations
M	Recognizing and Obtaining Attending Behavior
M	Reinforcement (Panhandle)
K	School Daze of the Learning Disability Child
F	Search for Learning
M	Secondary Reading

M Set Induction (Panhandle)
M Sets and Logic
F Show Me
M Simulation
F Solving Verbal Problems in Mathematics
A Speaking of . . . Series
F Speech Disorders: Physical Handicaps
F Speech Disorders: Stuttering
F Speech Instruction with a Deaf-Blind Pupil # 1
F Stages of Instruction — Preparation
M Stimulus Variation
P Strange and Familiar
M Structured Tutoring II: Organizing Intergrade Tutoring
M Structuring Objectives for Course Development
F Summer Harvest
M Teacher Competencies
K Teacher Improvement Kits
F Teachers at the Center
M Teaching I
M Teaching for Mastery
P Teaching Is Listening
M Teaching Kit
F Teaching Machines and Programmed Learning
M Teaching Measurement in the Primary Grades
M Teaching Multiplication and Division of Fractional Numbers
K Teaching Sight Words Using the Kinesthetic Method
A Teaching Strategies for Personalized Instruction
K Teaching the Culturally Disadvantaged
F Teaching the Disadvantaged Adult: Approaches to Teaching and Counseling
F Teaching the Mentally Retarded — A Positive Approach
M Techniques and Process of Individualizing Instruction
F They Can Do It
F They're Your Kids
F Three Looms Waiting
F To Find a Way
F Tomorrow Begins Yesterday
F Using Diagnosis in a Mathematics Classroom
M Using Examples and Illustrations
M Using Psychological Principles
M Values for Education: An Effective Method of Instruction
F Visually Handicapped Child: The Blind
F Visually Handicapped Child: The Partially Sighted
F Water Play for Teaching Young Children
F We Still Need Arithmetic
F What Did You Learn in School Today?
F What Is Music?
M Whole Number Concepts I: Learning Stages

•23 ORGANIZING STUDENTS

F Activity Oriented Classroom
F Brothers and Teachers
F Changeover
F Children Are People
M Classroom Management for Reading Instruction
F Common Sense and the New Mathematics
M Developing/Instruction
F Elizabethan Village
F Eynsham
F How Blind Children Learn
F I Do and I Understand
F Intellectual Caste System
F Into Secondary School
V Montessori: A Core Curriculum for Hearing Impaired Children with Learning Disabilities
F Reading: Grouping for Instruction
M Structured Tutoring II: Organizing Intergrade Tutoring
M Structured Tutoring III: Applying the Structured Tutoring Model in Reading
M Structured Tutoring IV: Organizing an Intergrade Reading Tutoring Program
F Using Diagnosis in a Mathematics Classroom

•24 SELECTING OR DEVELOPING MATERIALS AND ACTIVITIES

M Achieving Closure
F Activity Oriented Classroom
M Addition of Whole Numbers
B,S Advanced Production Techniques
F All the Self There Is
F Animation
K Arithmetic Project
M Arithmetic — Teaching Principles for Elementary Classroom Use
M Art for Teachers
F Art in Depth
M Art of Teaching the Social Studies
F At Your Fingertips Series
M Audio-Visual Equipment
F Autism's Lonely Children
F Being Me
F Better Bulletin Boards
F Body Image
M Branched, Programmed Modules on Field Review and Field Test of Instructional Materials
F Bridge to the Future
F Broken Bridge
F Bucklesbury Farm
A Cable for the Voiceless
K Cable TV: The Giant Is Awake
S Chalkboard, Part I
S Chalkboard, Part II
F Children Dance
F Children of the Silent Night
M Choosing Course Curriculum
F Choosing to Learn
V City as a Teacher
F City Infants
F Common Sense and the New Mathematics
V Communicating Ideas through Language
M Comprehension Skills
F Concentration and Reasoning
F Concern
F Converting the Elementary Classroom into an Industrial Arts Laboratory
S Creating Your Own Filmstrip
F Creative Writing Series
K Culturally Different Learner
M Curriculum Activities for Elementary, Intermediate, Junior High School, and Senior High School
K Curriculum Design and Development for Effective Learning
M Curriculum Methods and Materials (Buffalo)
M Curriculum, Methods, and Materials (San Diego)
F Decimalization and Metrication
M Developing Audio-Visual Media for Learning Activity Packages
M Developing/Materials and Media
V Devices in Their Hands/Math in Their Minds
F Discovering Rhythm
V Do You Read Me
F Drug Decision
M Editing Videotapes Using Sony Videotape Machines

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K	Educational Media Kit
M	Educational Media — Production, Use, and Evaluation
V	Educational Objectives
S	Effective Bulletin Boards, Part I
S	Effective Bulletin Boards, Part II
F	Eight-MM Films, Its Emerging Role in Education
F	Elizabethan Village
B,S	Emphasis: Art
F	End of a Morning
V	English for Elementary Teachers: Language
V	English for Elementary Teachers: Literature
M	Evaluating/Materials & Media (Part I)
M	Evaluating/Materials & Media (Part 3)
F	Eye of a Child
M	Field Supervisory Training Program
F	Finger Painting
F	First Day
S	Flannel Board
F	Foundation for Growth
F	Four Learning Exercises on Role Enactment
F	Freedom to Think
F	Functional Teaching of Numbers
F	Functional Teaching of Reading and Writing
F	Gross Motor Development — Part I
F	Gross Motor Development — Part II
F	Growing of a Young Filmmaker
M	Harmonizing Questions and Activities Used by Teachers with the Level of Cognitive Behavior* Expected of Pupils
F	Hey, Look at Me
F	High Contrast Photography for Instruction
F	How Blind Children Learn
F	How Do Children Think
F	How Does a Picture Mean?
F	How to Construct Miniature Scenery
S	How to Prepare a Presentation
F	I Am Here Today
F	Imagination, Inventiveness, and Resourcefulness
M	Implementing MATCH KITS in the Classroom
B	Improving Motor-Perceptual Skills
F	Improvised Drama — Part I
F	Improvised Drama — Part II
A	Individualized Instruction in Continuous Progress Programs
K	Individualized Instruction Kit
P	Individualized Instruction: Materials and Classroom Procedures
F	Initial Perceptual Training
A	Innovative Techniques for Inservice Program
M	Instruction: Using Maps, Globes, and Other Similar Aids
K	Instructional Graphics for Television: Production Skills and Standards for Televised Graphics
M	Instructional Technology Workshop
F	Integrated Motor-Perceptual Training
F	Into Secontary School
M	Introduction to Science Materials and Programs for the Elementary School
K	Introduction to Team Teaching
F	Language Building
M	LAP on Writing LAPS
F	Learning by Design or the Influence of Environment
F	Learning by Doing
S	Learning through Media
F	Legend of Anne Sullivan
S	Let's Try Something Else Kind of Thing: Precision Teaching
F	Lettering Instructional Materials
F	Light from a Black Box
F	Long Time to Grow — Part I: Two-and Three-Year-Olds in Nursery School
F	Magic Letters
F	Mathematics: Unending Search for Excellence
F	Maths Is a Monster
F	Medbourne Primary School: Four Days in May
S	Media Programs for Individual Schools
S	Media Technology: Making the Most of It
M	Microteaching (Midwest)
F	Mini Movie Makers
A	Minorities and Women in Instructional Materials
M	Monitoring In-Class Assignments
V	Montessori: A Core Curriculum for Hearing-Impaired Children with Learning Disabilities
F	Motor Training
B,S	Mounting and Masking Techniques
V	Movement Experience for the Classroom
F	Movie about Light
F	My Art Is Me
F	My Computer Understands Me
F	Nature's Classroom
S	Negro in American History
A	New Approaches to Old Problems
A	Nongradedness — How It Looks in the Real World
M	Numeration
F	Oakleaf Project
F	Observation and Memory
F	Oh Yes, These Are Very Special Children
F	Onto the Page and into the World
F	Operations with Whole Numbers
F	Organizing Free Play
F	Our Own Music
F	Outdoor Play
B	Packages for Autonomous Learning (PAL) System: Prospectus/Instructor's Manual/Illustrative Products
F	Parents Are Teachers, Too
F	Partners in Play
F	Passe Partout Framing
F	Pay Attention
M	Performance Standard Unit on How to Write a UNIPAC
F	Physical Education for Blind Children
B,S	Pictograph Handbooks and Audiotapes Series
M	Planning an Instructional Sequence
B,S	Planning the Projectual
F	Pleasure Is Mutual: How to Conduct Effective Book Programs
S	Posters for Teaching
F	Practicing Mathematical Skills
S	Prescriptive Material Retrieval System
F	Probing Mind
F	Programmed Instruction — The Development Process
M	Programmed Learning Unit on Individualizing Learning
F	Purple Turtle
M	Putting an Instructional Package (LAP) Together
F	Reaching Out: The Library and the Exceptional Child
F	Readiness for Reading
M	Reading Methods (St. Scholastica)
F	Realities of Blindness
M	Recognizing and Obtaining Attending Behavior
F	Recorder
F	Remarkable Schoolhouse
F	Rhetoric of the Movie
F	Robin Pitman
F	Rx for Learning

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M Science Education
M Science in the Elementary School
V Science in Your Classroom
G Selecto
F Sensitive Tool
M Sets and Logic
K Sex Role Stereotyping in the Schools
F Shape of a Leaf
M Shorthand Dictation and Transcription: Teaching Techniques
F Simple Camera
B,S Simple Projectual Production
M Simulation and Games
M Situational Utilization of Materials
F Small Muscle Development — Part I
F Small Muscle Development — Part II
F Small Muscle Development — Part III
F Solving Verbal Problems in Mathematics
F Speech Instruction with a Deaf-Blind Pupil # 1
M Structured Tutoring II: Organizing Intergrade Tutoring
K Structuring the Classroom for Success
B Student-Structured Learning in Science: A Program for the Elementary School Teacher
M Supplementary Aids for Phonetic Development
M Teacher Competencies
F Teacher-Directed Television Instruction
K Teacher Improvement Kits
F,V Teacher Tele Tips
F Teachers at the Center
F Teaching and Learning: Grades 1-2
F Teaching and Learning: Grades 7-8
M Teaching Kit
M Teaching Language Arts in the Elementary School (Buffalo)
F Teaching Machines and Programmed Learning
K Teaching the Culturally Disadvantaged
F Teaching the Disadvantaged Adult: Approaches to Teaching and Counseling
F,V Television Techniques for Teachers
F There's Something about a Story
F Three Looms Waiting
F Training Aids
F Up and Over: Exploring on the Stegel
F Using a Mathematics Laboratory Approach
M Using Drill Activities in Elementary School Activities
M Using Examples and Illustrations
M Using Peabody Learning Kits
M Using Psychological Principles
B,S Using the Overhead Projector
M Using the Text
*F Visualization — A Key to Reading
F Visually Handicapped Child: The Blind
F Visually Handicapped Child: The Partially Sighted
F Water Play for Teaching Young Children
F Wet Mounting Pictorial Materials
F What Did You Learn in School Today?
F What is Music?
M Whole Number Concepts II: Teaching Procedures
K Whys and Hows of Student Film-Making

•25 COLLABORATING WITH OTHERS IN PLANNING

F Advanced Perceptual Skills
F Battling Brook Primary School: Four Days in September
F Bridge to the Future
F Cerebral Palsied Child
F Diagnosing Group Operations
A Education and Innovation
F End of a Morning
A Examining Goals and Purposes for Relevancy
F Eynsham
F First Day
F Into Secondary School
K Introduction to Team Teaching
A Keeping Up: Educational Change
F Learning Disabilities
M Planning Learning Experiences Using Systematic Procedures
F Roadblocks to Communication
F Sharing the Leadership
F Speech Disorders: Physical Handicaps
F Teachers at the Center
F Teaching and Learning: Grades 3-4
F Teaching and Learning: Grades 5-6
F Teaching and Learning: Grades 7-8

•26 DEVELOPING PROCEDURES AND ROUTINES

M Achieving Classroom Transitions
F Activity Oriented Classroom
F All the Self There Is
M Arithmetic — Teaching Principles for Elementary Classroom Use
M Art of Teaching the Social Studies
F Basketball: Game Coaching
F Bridge to the Future
F Broken Bridge
F Brothers and Teachers
F Camphill School
F Children of the Silent Night
F Common Sense and the New Mathematics
V Communicating Ideas through Language
F Day Care Center Techniques
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M Discipline: How to Establish and Maintain It
V Do You Read Me
F Drug Decision
F Elizabethan Village
V English for Elementary Teachers: Language
V English for Elementary Teachers: Literature
F Eynsham
F Finding Out
F Freedom to Think
F How Blind Children Learn
F I Do and I Understand
K Individualized Instruction Kit
F Into Secondary School
M Introduction to Science Materials and Programs for the Elementary School
A Keeping Up: Educational Change
F Kids Are People, Too
F Language Building
F Learning Disabilities and the Blocked Sensory Input Technique
F Legend of Anne Sullivan
S Man and His Environment: A New Approach to Environmental Education
F Maths Is a Monster
F Mentally Handicapped: Educable
V Montessori: A Core Curriculum for Hearing Impaired Children with Learning Disabilities
F My Brother's Keeper
F Nature's Classroom
A Nongradedness — How It Looks in the Real World
F Oh Yes, These Are Very Special Children
F Operations with Whole Numbers
B Packages for Autonomous Learning (PAL) System: Prospectus/Instructor's Manual/Illustrative Products

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- **M** Planning an Instructional Sequence
- **F** Practicing Mathematical Skills
- **F** Programmed Instruction — The Development Process
- **M** Putting an Instructional Package (LAP) Together
- **F** Realities of Blindness
- **F** Rhetoric of the Movie
- **M** Science Education
- **S** Speech and Language Improvement Program for the Culturally Disadvantaged
- **F** Speech Instruction with a Deaf-Blind Pupil # 1
- **F** Stages of Instruction — Preparation
- **B** Student-Structured Learning in Science: A Program for the Elementary School Teacher
- **M** Teacher Competencies
- **P** Teaching: A Course in Applied Psychology
- **M** Teaching Kit
- **K** Teaching the Culturally Disadvantaged
- **S** Understanding Children's Art Expression
- **F** Vandalism — Why?
- **A** Variable Scheduling
- **F** Water Play for Teaching Young Children
- **F** What Did You Learn in School Today?
- **M** Whole Number Concepts II: Teaching Procedures

•27 EVALUATING INSTRUCTION AND INSTRUCTIONAL DESIGN

- **M** Application of CAM to Decision-Making
- **A** Basic Interaction Analysis Training Course
- **B** Bilingual Education: A Needs Assessment Case Study/ Implementing Competency-Based Educational Programs at Southern University
- **M** Branched, Programmed Modules on Field Review and Field Test of Instructional Materials
- **F** Checking Up
- **F** Counting and Charting Target Phonemes from Conversation
- **M** Criterion-Referenced Testing
- **K** Curriculum Design and Development for Effective Learning
- **M** Curriculum Methods and Materials (Buffalo)
- **M** Deschooling Society — Ivan Illich
- **M** Diagnostic Module D-2
- **A** Education and Innovation
- **M** Educational Accountability
- **M** Educational Excellence
- **M** Educational Measurement
- **V** Educational Objectives
- **M** Evaluating/Instruction
- **M** Evaluating Instructional Packages
- **M** Evaluating/Materials & Media (Part I)
- **M** Evaluating/Materials & Media (Part 3)
- **M** Evaluation and Modularized Curricula
- **F** Freedom to Think
- **M** Guide to Implementing Teacher Self-Appraisal
- **F** Higher Education: Who Needs It?
- **F** How Do Children Think?
- **M** How Does CAM Relate to Course Structure
- **M** Impact of CAM on Course Objectives
- **F** Impact of Teacher's Behavior on Learners and Learning
- **M** Individualized Instruction: Materials and Classroom Procedures
- **M** Instruction: Inquiry and Decision-Making
- **K** Instructional Accountability: Philosophy and Methodology
- **M** Instructional Needs Assessment Task Analysis and Entry Behavior
- **M** Instructional Technology Workshop
- **F** Intellectual Caste System
- **M** Interaction Analysis
- **M** Interaction Analysis (Analysis of Verbal Behavior)
- **K** Interaction Analysis Training Kits: Level I
- **K** Interaction Analysis Training Kits: Level II
- **M** Introduction to Comprehensive Achievement Monitoring (CAM)
- **K** Learning Interaction Analysis: A Programmed Approach
- **S** Let's Try Something Else King of Thing: Precision Teaching
- **K** Management by Objectives
- **A** Nongradedness – How It Looks in the Real World
- **M** Physical Education Component of a Competency-Based Elementary Education Program
- **M** Planning an Instructional Sequence
- **M** Planning Educational Programs Using Systematic Procedures
- **F** Report
- **V** Science in Your Classroom
- **M** Specification for CAM Tests
- **M** Summary of Comprehensive Achievement Monitoring (CAM)
- **M** Task Analysis — A Useful Technique for Organizing Instruction
- **K** Teacher Improvement Kits
- **M** Teacher-Student Interaction
- **M** Teacher Talk Strategies
- **M** Teaching II
- **F** Teaching and Learning: Grades 5-6
- **M** Teaching for Mastery
- **M** Teaching Mathematical Ideas
- **F** Teaching the Disadvantaged Adult: Evaluation
- **M** Using Behavioral Objectives
- **M** Using Interaction Analysis to Classify Classroom Interaction
- **K** Writing Objectives for Improved Instruction

•30 CONDUCTING AND IMPLEMENTING INSTRUCTION

- **K** Arithmetic Project
- **F** Balancing
- **F** Basketball for Intermediate Grades
- **F** Battling Brook Primary School: Four Days in September
- **M** Behavioral Approach to Teaching
- **F** Black Excellence
- **F** Bones
- **V** Child Reads
- **M** Curriculum Methods and Materials (Buffalo)
- **M** Developing Comprehension Analysis of Meaning: A Resource Module
- **F** Developing Range and Understanding of Movement
- **F** Discovering Dynamics in Music
- **V** Do You Read Me
- **F** Dorothy Heathcote Talks to Teachers: Part I
- **F** End of a Morning
- **V** English for Elementary Teachers: Language
- **V** English for Elementary Teachers: Literature
- **F** Everybody Wins
- **F** Gases and Airs in the Classroom
- **M** Geometry Module II: Activities for Grades 1 through 6
- **F** How to Develop a Theme
- **F** I Am Here Today
- **M** Improvement of Science Instruction
- **F** Infants School
- **M** Introduction to Music
- **F** Jennifer Is A Lady
- **F** Kitchen Physics
- **K** Managing the Learning Process

F Mathematics: A Lesson in Teaching
F Medbourne Primary School: Four Days in May
M Modifying Academic Behavior
K New Strategies for Social Education
B Objectives and Selected Bibliography
F Onto the Page and into the World
B,M Performance-Based Guide to Student Teaching
B Personalized Approach to Planning and Conducting a Program of Continuing Inservice Education
M Philosophy and Writings — Jerome Bruner, Unit I
M Physical Education Component of a Competency-Based Elementary Education Program
A Piaget in Child Education
F Pond Water
F Principles on Learning
M Rationale in Theory and Practice for Teaching Science in the Elementary School
F Reading: A Lesson in Teaching
F Reading: Directed Lessons
F School Is for Children
V Science in Your Classroom
M Social Studies: The Social Sciences as Content
M Systematic Reading Instruction
M Teaching a Directed Reading Lesson
M Teaching Language Arts in the Elementary School (Buffalo)
M Teaching Language Arts — Phase I
M Teaching Language Arts — Phase II
M Teaching of Mathematics (Woodworth)
S Television in Your Classroom
F Thinking, Moving, Learning
F Track and Field for Intermediate Grades
F Understanding Space and Directional Movements
F Volleyball for Intermediate Grades
M Word Recognition Skills

31 STRUCTURING; ESTABLISHING RAPPORT AND PROVIDING ATMOSPHERE

M Achieving Classroom Transitions
M Achieving Closure
F Another Way to Learn
M Art for Teachers
M Basic Secondary Teaching Tasks: Increasing Student Participation and Creating Student Involvement
K Bassett, Tinker, Ives, and Park
F Battling Brook Primary School: Four Days in September
F Beginning Number Concepts
F Behavior Theory in Practice
F Child Went Forth
F Children Are People
F Choosing to Learn
F Demonstration of Behavioral Processes by B. F. Skinner
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- M Teacher—Student Interaction

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- F Balloons: Aggression and Destruction Games
- A Basic Interaction Analysis Training Course
- M Branched, Programmed Modules on Field Review and Field Test of Instructional Materials
- F Counting and Charting Target Phonemes from Conversation
- M Curriculum Methods and Materials
- M Developing Comprehension: Synthesis and Generalization
- M Developing Short-Term Inquiry Strategies in the Social Studies
- M Diagnosing and Prescribing for Reading
- M Educational Excellence
- M Effective Planning, Teaching, and Evaluation: An Applied Course
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- M Instructional Needs Assessment, Task Analysis, and Entry Behavior
- M Instructional Technology Workshop
- M Interaction Analysis (Analysis of Verbal Behavior)
- K Interaction Analysis Training Kits: Level I
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A — Audiotapes; B — Books, Guides, Printed Matter; F — Films; G — Games and Simulations; K — Kits, Multi-Media Packages, or Mini-Courses; M — Modules; P — Programmed Texts; S — Slide/Tapes and Filmstrips; V — Videotapes; * — Annotated in First Edition of this Guide.

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M Teaching Language Arts in the Elementary School (Glass T.C.)
K Transactional Analysis: Social and Communication Training (TASC)
M Using Interaction Analysis to Classify Classroom Interaction
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F Discovering Form in Art
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M Recognizing and Obtaining Attending Behavior
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G Hang-Up — The Game of Empathy
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F Is It Always Right to Be Right?
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F	From Here to There
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F	How Blind Children Learn
F	Kevin
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F	My Child Is Blind
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K	Transactional Analysis: Social and Communication Training (TASC)
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A	Communication Strategies for Top School Administrators
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K	Cable TV: The Giant Is Awake
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F	Hear Us O Lord
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F	I Wish I Could, Kathy
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F	Post-Placement Counseling
A	Quest under Pressure: The Quest for Quality and Equality
M	Role of the Community Coordinator
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S	School Is People
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M	Competency-Based Education
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B,S	Pictograph Handbooks and Audiotapes Series
M	Seminar on Competency-Based Teacher Education for University Personnel
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M	Programmed Learning Unit on Individualizing Learning
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M Reading Methods (C.S.U.-San Diego)
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K School Daze of the Learning Disability Child
F Speech Disorders: Physical Handicaps
M Student-Referenced Learning Activities
M Subtraction of Whole Numbers
M Systematic Reading Instruction
G Teacher's Lounge
M Teaching for Mastery
M Teaching Language Arts: Diagnosing Elementary Reading Ability
M Teaching of Mathematics (Benford)
F Using Diagnosis in a Mathematics Classroom
*F Visualization — A Key to Reading
S What Can You Do to Help Your Child Succeed?
F When Should Grownups Help?

A — Audiotapes; B — Books, Guides, Printed Matter; F — Films; G — Games and Simulations; K — Kits, Multi-Media Packages, or Mini-Courses; M — Modules; P — Programmed Texts; S — Slide/Tapes and Filmstrips; V — Videotapes; * — Annotated in First Edition of this Guide.

M Whole Number Concepts I: Learning Stages

• DIFFERENTIATED STAFFING

S Model Schools Project: Rationale
M Recent Educational Innovations

• DISADVANTAGED CHILDREN

F Brothers and Teachers
F Chance to Learn
M Child Development with Implications for Working with Disadvantaged Children and their Families
F Children Without
K Culturally Different Learner
F Desk for Billie
F Horizon of Hope
F Pancho
F Rafe
A Reaching and Teaching Culturally Deprived Children
F Research with Disadvantaged Preschool Children
F Salazar Family: A Look at Poverty
S Speech and Language Improvement Program for the Culturally Disadvantaged
K Teaching the Culturally Disadvantaged

• DISCIPLINE

F Achievement Place
S Child Care and Development, Set 2
M Classroom Management Strategies
F Counseling Discipline Cases
F Dealing with Discipline Problems
F Discipline and Self-Control
M Discipline, How to Establish and Maintain It
F From Ten to Twelve
M Improving Student Behavior
F Kids Are People, Too
P Modifying Classroom Behavior: A Manual of Procedure for Classroom Teachers
M Philosophy of William Glasser
M Professional Sequence Guide: Handbook of Individualized Instructional Lessons for Preservice Secondary Teachers
F Sit Down, Shut Up or Get Out
P Teaching: A Course in Applied Psychology
F Understanding Aggression
F Vandalism — Why?
F When Should Grownups Stop Fights?
B,F Who Did What to Whom?

• DISCOVERY

F Bucklesbury Farm
F Finding Out
F Gases and Airs in the Classroom
M Helping Students Learn by the Inquiry or Discovery Method
M Instruction: Inquiry and Decision-Making
F Just Beyond the Chalkboard
F Kitchen Physics
F Organizing Free Play
F Our Own Music
F Point of View
F Pond Water
F Robin Pitman
F Search for Learning
F Small Things Classroom
B Student-Structured Learning in Science: A Program for the Elementary School Teacher
M Teaching by Discovery
M Using Psychological Principles

• DISCOVERY AND EXPERIENCE SERIES

F Changeover
F City Infants
F Finding Out
F Growing Mind
F How Do Children Think?
F Learning by Design or the Influence of Environment
F Learning by Doing
F Maths Is a Monster
F Movement in Time and Space
F Our Own Music

• DISCRIMINATION

F Black and White: Uptight
M Contemporary Education
A Dare to Care/Dare to Act
F Hear Us O Lord
F Mexican-Americans: Viva la Raza
A Minorities and Women in Instructional Materials
K Sex Role Stereotyping in the Schools
A,B Tests and Use of Tests (Violations of Human and Civil Rights)
F Walk in My Shoes
K We're Not All Alike

• DISCUSSION

F Freedom to Think
M Increasing Participation
V Motivating Children to Learn
F Teaching and Learning: Grades 7-8
M Using Planned Repetition

• DOROTHY HEATHCOTE TEACHING SERIES: DRAMA IN EDUCATION

F Dorothy Heathcote Talks to Teachers: Part I
F Dorothy Heathcote Talks to Teachers: Part II

• DRAMA

F Dorothy Heathcote Talks to Teachers: Part I
F Dorothy Heathcote Talks to Teachers: Part II
F Improvised Drama — Part I
F Improvised Drama — Part II
F Movement in Time and Space
F Mrs. Ryan's Drama Class
F Three Looms Waiting

• DROP-OUTS

F Bridge to the Future
F Counseling Discipline Cases
F Counseling Drop-Outs
A High Schools for the Real World
F Jimmy
F Mike Makes His Mark
S Now Generation: Are They Changing Society?

• DRUG ABUSE

F Drug Decision
A How to Use Encounter Groups

• DYNAMICS OF LEADERSHIP SERIES

F Anatomy of a Group
F Diagnosing Group Operations
F Individual Motivation and Behavior
F Roadblocks to Communication
F Sharing the Leadership

• EARLY CHILDHOOD EDUCATION

A American Association of Elementary-Kindergarten-Nursery Educators' Audiotape Library
F Balloons: Aggression and Destruction Games
F Child Went Forth
F Children and Color
F Discipline and Self-Control
A Early Childhood Education and the Exceptional Child
F End of a Morning
A Expanding the Educational Horizons
F Finger Painting
F Foundation for Growth
F Infants School
F Jennifer Is a Lady
F Long Time to Grow — Part I: Two- and Three-Year-Olds in Nursery School
F Long Time to Grow — Part II: Four- and Five-Year-Olds in School
F Music in Early Childhood
F New Lease on Learning
F Nursery School Child-Mother Interaction: Three Head Start Children and Their Mothers
F Opportunity Class
F Organizing Free Play

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F Pancho
F Pleasure Is Mutual: How to Conduct Effective Book Programs
F School Is for Children (Teacher/Parent Version)
F Time for Georgia
F Time of Their Lives
F Time to Grow
F Water Play for Teaching Young Children
F When Should Grownups Help?
F When Should Grownups Stop Fights?
K Your Child — From Home to School

•EMOTIONAL DEVELOPMENT

F Balloons: Aggression and Destruction Games
S Child Care and Development, Set 2
F Chronic Disorders
A Daily Living: Coping with Tension and Anxieties
F Emotional Styles in Human Behavior
G Feelin'
F Finger Painting
F Four Learning Exercises on Role Enactment
F From Ten to Twelve
F Gifted Child (Indiana)
F Growing Up in a Scary World
F Guidance for Seventies: Kids, Parents, Pressures
F Head Start to Confidence
F If These Were Your Children
F Improvised Drama — Part II
F Individual Differences: Introduction
V Man — His Growth and Development: Birth through Adolescence
F Meeting Emotional Needs in Childhood: The Groundwork of Democracy
F Mothers and Toddlers
F Mr. Finley's Feelings
F Nursery School Child-Mother Interaction: Three Head Start Children and Their Mothers
F Pancho
F Parents Are Teachers, Too
A Personal Adjustment
A Piaget in Childhood Education
F Quiet One
F Role Enactment in Children's Play
K Sex Role Stereotyping in the Schools
F Teens
F Three Looms Waiting
F Three Year Olds
S Welcome to Our World
F When Should Grownups Stop Fights?

•EMOTIONALLY-DISTURBED CHILDREN

F Behavior Modification: Teaching Language to Psychotic Children
F Broken Bridge
F Camphill School
V Dynamics of Classroom Behavior
M Educating Exceptional Children
F If These Were Your Children
F Kids Are People, Too
F Nobody Took the Time
F Reinforcement Therapy
F Socially Maladjusted Child

•ENCOUNTER GROUPS

P Basic Interpersonal Relations
A Carl Rogers on Tape
F Circle of Love
A How to Use Encounter Groups
M Microcosm: A Radical Experiment in Re-Education for Becoming a Person

•ENGLISH

F Creative Writing Series
V English for Elementary Teachers: Language
V English for Elementary Teachers: Literature
F Onto the Page and into the World
F Point of View

•ENVIRONMENT — SCHOOL

A American Association of Elementary-Kindergarten-Nursery Educators' Audiotape Library
F Child Went Forth
F Converting the Elementary Classroom into an Industrial Arts Laboratory
F Education: The Public Schools
F Eveline Lowe
S Grounds for Learning: The School Site as an Educational Resource
F How to Start Construction in the Elementary Classroom
A Humanizing the Teaching-Learning Climate in the Classroom
A Individualized Instruction in Continuous Progress Programs
F Individually Guided Education
F Infants School
F Instructional Development
F Just Beyond the Chalkboard
S Man and His Environment: A New Approach to Environmental Education
F My Art Is Me
A New Approaches to Old Problems
F New Lease on Learning
F Outdoor Education
F Outdoor Play
A School Modernization
K Structuring the Classroom for Success
F,V Teacher Tele Tips
F Teaching and Learning: Grades 1-2
A Teaching Strategies for Personalized Instruction
S Television in Your Classroom
F Understanding Children's Play

•ETHNIC STUDIES

F Black Anger
F Black History: Lost, Stolen, or Strayed
F Chicano
M Competencies for a Hopi Reservation Teacher: Hopi Background Competencies for Teachers
F Golden Mountain on Mott Street
F I'm Not Too Proud Anymore
M Mexican-American People
F Mexican-Americans: Viva la Raza
S Negro in American History
M Professional Sensitivity Training/Educational Psychology
M Social-Cultural Foundations/Sociology
F Still a Brother: Inside the Negro Middle Class
F To Be Black
F Way Out
K We're Not All Alike

•EVALUATION

M Application of CAM to Decision-Making
M Criterion-Referenced Testing
M Curriculum Methods and Materials
A Education and Innovation
M Educational Excellence
V Educational Objectives
M Evaluating/Instruction
M Evaluating Instructional Packages
M Evaluating/Materials and Media (Part 3)
M Evaluation of Modularized Curricula
M Guide to Implementing Teacher Self-Appraisal
M How Does CAM Relate to Course Structure
P Individualizing Instruction: Materials and Classroom Procedures
F Instructional Development
M Interaction Analysis
M Introduction to Comprehensive Achievement Monitoring (CAM)
M Learning Process
A New Techniques for Assessing Cognitive Development

A Nongradedness — How It Looks in the Real World
M Physical Education Component of a Competency-Based Elementary Education Program
M Planning an Instructional Sequence
M Planning Educational Programs Using Systematic Procedures
M Reading Methods (St. Scholastica)
F Report
F Rx for Learning
V Science in Your Classroom
M Specification for CAM Tests
M Summary of Comprehensive Achievement Monitoring (CAM)
M Teacher Competencies
M Teacher Guide for Self-Appraisal
M Teaching for Mastery
F Teaching the Disadvantaged Adult: Evaluation
M Using Behavioral Objectives
K Writing Objectives for Improved Instruction

• EXCEPTIONAL CHILD SERIES

F Auditorially Handicapped Child: The Deaf
F Cerebral Palsied Child
F Chronic Disorders
F Crippled Child
F Community and the Exceptional Child: Summary
F Epileptic Child
F Gifted Child
F Individual Differences: Introduction
F Mentally Handicapped: Educable
F Mentally Retarded: Trainable
F Socially Maladjusted Child
F Speech Disorders: Physical Handicaps
F Speech Disorders: Stuttering
F Visually Handicapped Child: The Blind
F Visually Handicapped Child: The Partially Sighted

• EXCEPTIONAL CHILDREN

F Behavior Therapy with an Autistic Child
M Causes of Mental Retardation
F Cerebral Palsied Child
F Children without Words
F Chronic Disorders
F Community and the Exceptional Child
F Control of the Naturalistic Social Behavior of Severely Retarded Boys
F Counseling the Retarded Client and His Family
F Crippled Child
M Curriculum Activities for Elementary, Intermediate. Junior High School, and Senior High School
F Decision Is Made
F Development of Perceptual Motor Skills in a Profoundly Retarded Child
M Diagnosis in Mental Retardation
V Dynamics of Classroom Behavior
A Early Childhood Education and the Exceptional Child
F Early Clinical Aspects of Mental Retardation
F Early Recognition of Learning Disabilities
M Educating Exceptional Children
F Evaluating the Retarded Client
F Exceptional Child (Time/Life)
F Foundation for Growth
F Gifted Child (Indiana)
F Gifted Child (Time/Life)
P Goal and Behavioral Objective Writing for Level III: Teachers & Therapists
F Golden Mountain on Mott Street
F Help for Mark
F Horizon of Hope
F In Touch
F Individual Differences: Introduction
F Initial Perceptual Training
F Integrated Motor-Perceptual Training
F Jennifer Is a Lady
V Learning to Speak
V Light for Debra
F Light from a Black Box
M Mental Retardation Categories
F Mental Retardation: The Long Childhood of Timmy
F Mentally Handicapped: Educable
F Mentally Retarded: Trainable
F My Brother's Keeper
F Nature of Mental Retardation
F One Child in a Hundred
F Operant Audiometry with Severely Retarded Children
F Operation Behavior Modification
F Out of the Shadows
V Parent Education Program
F Partners in Play
V Pattern for Change
F Post-Placement Counseling
F Rafe
F Reaching Out
F Reinforcement Therapy
F School Is for Children (Teacher/Parent Version)
F Show Me
F Teaching the Mentally Retarded — A Positive Approach
F Time for Georgia
F Time for Talent
F Time to Mend
F Token System for Behavior Modification
F Training Resources and Techniques

• EXPANDING CLASSROOM SERIES

F Bucklesbury Farm
F Children's Concepts
F Decimalization and Metrication
F Elizabethan Village
F Enterprising Infants
F Eveline Lowe
F Eynsham
F New Estate

• FAMILY

S Child Care and Development, Set 2
F Counseling the Retarded Client and His Family
F Mentally Retarded: Trainable
S One Child in Four: The Story of Project "Rise"
M Our Relations with Our Children
V Parent Education Program
F Riley Family
S Welcome to Our World
K Your Child — From Home to School

• FEEDBACK

M Application of CAM to Decision-Making
B Communication Skills and Decision-Making Procedures in an Intercultural Setting
M Evaluating Instructional Packages
M Feedback
K Interaction Laboratory for Teacher Development
S Making Sense Visually
F Roadblocks to Communication
S Television in Your Classroom

• FIELD TRIPS

F Bucklesbury Farm
F Elizabethan Village
F Into Tomorrow
F Pond Water
V Science in Your Classroom

• FILMMAKING

F Animation
S Creating Your Own Filmstrip
F Growing of a Young Filmmaker
F Hey, Look at Me!
F How Does a Picture Mean?
F Mini Movie Makers
F Movie About Light
K Whys and Hows of Student Film-Making

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- FILMS
  - F Eight-MM Film, Its Emerging Role in Education
  - K Educational Media Kit
  - F Growing of a Young Filmmaker
  - F Hey, Look at Me!
  - F How Does a Picture Mean?
  - S Learning through Media
  - F Movie About Light
  - F Probing Mind
  - F Rhetoric of the Movie
  - F Training Aids
- FINANCES
  - F Crisis in Education
  - M Developing/Curriculum
  - A How to Modernize the School System Communication Program
  - F Quiet Too Long
  - G Selecto
  - A Setting New Communication Priorities
- FLEXIBLE SCHEDULE
  - F Activity Oriented Classroom
  - F Choosing to Learn
  - A Education and Innovation
  - F Elizabethan Village
  - F I Am Here Today
  - K Individualized Instruction Kit
  - F Into Tomorrow
  - A Keeping Up: Educational Change
  - S Model Schools Project: Rationale
  - M Recent Educational Innovations
  - F Search for Learning
  - F Teaching the Disadvantaged Adult: Approaches to Teaching and Counseling
  - A Variable Scheduling
- FLOWCHARTS
  - M Instructional Strategies for Learning Activity Package
  - M LAP on Writing LAPS
  - M Teacher Competencies
- FOUR STUDENT SERIES
  - F Alice — A High School Junior
  - F Dick — A Fifth Grader
  - F Greg — An Eighth Grader
  - F Keith — A Second Grader
- GAMES AND GAMING
  - A Administrative Patterns for Today's Education
  - F Body Image
  - F Concentration and Reasoning
  - F Discovering Rhythm
  - F Drug Decision
  - F Gross Motor Development — Part I
  - F Gross Motor Development — Part II
  - F Imagination, Inventiveness, and Resourcefulness
  - F Integrated Motor-Perceptual Training
  - F Observation and Memory
  - A Personalizing Reading Skills
  - F Remarkable Schoolhouse
  - G Selecto
  - M Simulation and Games
  - K Simulation as an Educational Tool
  - F Small Muscle Development — Part III
  - M Using Drill Activities in Elementary School Mathematics
- GEOGRAPHY
  - M Developing Basic Map, Globe, Chart and Graph Skills
  - M Social Studies: The Social Sciences as Content
- GHETTO
  - F Black Anger
  - F Black Excellence
  - F Chance to Learn
  - F From the Inside Out
  - F Inside Out
- GIFTED CHILDREN
  - M Educating Exceptional Children
  - F Exceptional Child (Time/Life)
  - F Gifted Child (Indiana)
  - F Gifted Child (Time/Life)
  - F Rafe
  - F Sit Down, Shut Up or Get Out
  - F Time for Talent
- GOALS
  - F All in a Lifetime
  - F Anatomy of a Group
  - F Futurists
  - P Goal and Behavioral Objective Writing for Level III: Teachers & Therapists
  - K Management by Objectives
  - M Operationalizing Goals
  - M Process Standards
  - A Reaching and Teaching Culturally Deprived Children
  - M Secondary Reading
  - M Selection of Objectives
  - M Systematic Reading Instruction
  - M Teacher Guide for Self-Appraisal
  - K Writing Objectives for Improved Instruction
- GRADING
  - A Education and Innovation
  - A New Approaches to Old Problems
  - M Teaching for Mastery
  - F Teaching the Disadvantaged Adult: Evaluation
- GROUP PROCESS
  - F Anatomy of a Group
  - A Class as a Group
  - B Communication Skills and Decision-Making Procedures in an Intercultural Setting
  - F Diagnosing Group Operations
  - V Dynamics of Classroom Behavior
  - F Group Development
  - M History of Human Relations Movement
  - M Increasing Student Involvement
  - F Individual Motivation and Behavior
  - M Instructional Models
  - K Interaction Laboratory for Teacher Development
  - V Motivating Children to Learn
  - F Roadblocks to Communication
  - A Self-Directed Group Work
  - F Sharing the Leadership
  - M Small Group Instruction
  - F Teaching and Learning: Grades 5-6
  - A Understanding Groups
  - A Understanding Human Relations
- GROUPING
  - F Children Are People
  - A Class as a Group
  - F Day Care Center Techniques
  - F Freedom to Think
  - F Group Development
  - F Intellectual Caste System
  - F Into Secondary School
  - F Reading: Grouping for Instruction
  - A Self-Directed Group Work
  - A Understanding Groups
  - F Using Diagnosis in a Mathematics Classroom
- GROWTH AND DEVELOPMENT
  - F Alice — A High School Junior
  - S Child Care and Development, Set 2
  - M Child Development with Implications for Working with Disadvantaged Children and Their Families
  - F Chronic Disorders
  - F Dick — A Fifth Grader
  - F Early Clinical Aspects of Mental Retardation
  - F From Ten to Twelve
  - F Gifted Child (Indiana)
  - F Greg — An Eighth Grader

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F	Growing Mind
F	Growing Up in a Scary World
F	Growing Up Safely
F	Growth of Intelligence in the Preschool Years
F	How Do Children Think?
M	Human Growth and Development
F	If These Were Your Children
B	Improving Motor-Perceptual Skills
F	Individual Differences: Introduction
F	Keith — A Second Grader
F	Long Time to Grow — Part I: Two- and Three-Year-Olds in Nursery School
F	Long Time to Grow — Part II: Four- and Five-Year-Olds in School
V	Man — His Growth and Development: Birth through Adolescence
F	Meeting Emotional Needs in Childhood: The Groundwork of Democracy
F	Mothers and Toddlers
F	Music in Early Childhood
F	Parents Are Teachers, Too
M	Physical Education Component of a Competency-Based Elementary Education Program
A	Piaget in Childhood Education
M	Professional Sensitivity Training/Educational Psychology
F	Role Enactment in Children's Play
M	Science Education
F	Teens
F	This Is Robert
F	Three Year Olds
F	Understanding Children's Play
S	Welcome to Our World
S	What Can You Do to Help Your Child Succeed?
F	When Should Grownups Help?
F	When Should Grownups Stop Fights?

• HANDICAPPED CHILDREN

F	Advanced Perceptual Skills
F	Auditorially Handicapped Child: The Deaf
F	Autism's Lonely Children
F	Being
F	Broken Bridge
F	Camphill School
F	Cerebral Palsied Child
F	Children of the Silent Night
F	Chronic Disorders
F	Community and the Exceptional Child: Summary
F	Crippled Child
F	Development Center for Handicapped Minors
V	Dynamics of Classroom Behavior
M	Educating Exceptional Children
F	Epileptic Child
F	Exceptional Child (NBC)
F	Eye of a Child
F	Foundation for Growth
F	From Here to There
F	Growing Up without Sight
F	How Blind Children Learn
F	Initial Perceptual Training
F	Kevin
F	Legend of Anne Sullivan
F	Leo Beuerman
V	Light for Debra
F	Light from a Black Box
F	Mentally Handicapped: Educable
F	Mentally Retarded: Trainable
S	Model Law for Handicapped Children
F	Motor Training
F	My Child Is Blind
F	Oh Yes, These Are Very Special Children
F	One Child in a Hundred
F	Opportunity Class
V	Parent Education Program
V	Pattern for Change
F	Physical Education for Blind Children
F	Realities of Blindness
F	Riley Family
F	School Day
F	Speech Disorders: Physical Handicaps
F	Speech Disorders: Stuttering
F	Speech Instructions with a Deaf-Blind Pupil #1
F	Time to Mend
F	Visually Handicapped Child: The Blind
F	Visually Handicapped Child: The Partially Sighted

• HANDWRITING

M	Teaching Language Arts in the Elementary School (Buffalo T.C.)
M	Teaching Language Arts — Phase I
M	Teaching Language Arts — Phase II

• HEALTH PROBLEMS

F	Chronic Disorders
F	Epileptic Child
F	Looking at Children

• HEARING-IMPAIRED CHILDREN

F	Deaf Child Speaks
V	Learning to Speak
V	Light for Debra
V	Montessori: A Core Curriculum for Hearing-Impaired Children with Learning Disabilities
F	Operant Audiometry with Severely Retarded Children
V	Parent Education Program
F	Pay Attention

• HIGHER-ORDER QUESTIONS

M	Effective Questioning for Critical Thinking
M	Implementation Module I-2
M	Question Upgrading Improvement Package
M	Questioning
M	Questioning Skills
M	Teaching I

• HISTORY

F	Black History: Lost, Stolen, or Strayed
F	Chicano
S	Negro in American History
M	Social Studies: The Social Sciences as Content

• HISTORY OF EDUCATION

M	Deschooling Society — Ivan Illich
M	Social and Historical Foundations of Public Education

• HOMEWORK

A	New Assessments of Educational Practices

• HUMAN RELATIONS

P	Basic Interpersonal Relations
F	Black and White: Uptight
F	Black Anger
M	Defining the Role of the Teacher Aide
F	From the Inside Out
M	History of Human Relations Movement
K	Interaction Laboratory for Teacher Development
F	Mr. Finley's Feelings
A	Myself and Others: A Tough and Tender Dialog
F	Sit Down, Shut Up or Get Out
A	Understanding Human Relations
K	We're Not All Alike
S	Welcome to Our World

• HUMANIZING EDUCATION

F	All the Self There Is
A	American Association of Elementary-Kindergarten-Nursery Educators' Audiotape Library
A	Education and Innovation
F	Futurists
F	Higher Education: Who Needs It?
A	Humanizing the Teaching-Learning Climate in the Classroom
A	Innovation by Design
M	Non-Authoritarian Teaching

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F	Student

• IMPROVISED DRAMA: TWO FILMS

F	Improvised Drama: Part I
F	Improvised Drama: Part II

• INDEPENDENT STUDY

F	Activity Oriented Classroom
F	Another Way to Learn
F	Balancing
F	Changeover
F	Choosing to Learn
A	Education and Innovation
F	Elizabethan Village
F	Gases and Airs in the Classroom
F	I Am Here Today
K	Individualized Instruction Kit
F	Learning by Doing
F	Medbourne Primary School: Four Days in May
F	Search for Learning

• INDIANS

M	Competencies for a Hopi Reservation Teacher: Hopi Background Competencies for Teachers
F	Indian Speaks
M	Science Education
F	Way of Our Fathers
K	We're Not All Alike

• INDIVIDUALIZED INSTRUCTION

F	Activity Oriented Classroom
A	American Association of Elementary-Kindergarten-Nursery Educators' Audiotape Library
F	Behavioral Analysis Classroom
F	Changeover
V	Child Reads
M	Contemporary Education
K	Curriculum Design and Development for Effective Learning
F	Deaf Child Speaks
V	Do You Read Me
V	Educational Objectives
F	Eynsham
F	Finding Out
M	Individualized Instruction
A	Individualized Instruction in Continuous Progress Programs
K	Individualized Instruction Kit
P	Individualized Instruction: Materials and Classroom Procedures
M	Individualizing Reading Instruction
F	Individually Guided Education
B	Inservice Education: Procedures for Preparing LAP's
M	Instructional Models
M	Instructional Module for Developing Competence in Writing Lesson Plans, Using Them, and Evaluating Their Worth
K	Introduction to Team Teaching
A	Keeping Up: Educational Change
S	Let's Try Something Else Kind of Thing: Precision Teaching
K	Managing the Learning Process
F	Medbourne Primary School: Four Days in May
M	Mental Retardation Categories
F	Oakleaf Project
M	Performance Standard Unit on How to Write a UNIPAC
B,P	Prescriptive Teaching System: Individual Instruction
F	Project Solo
F	Rx for Learning
M	Secondary Reading
A	Speaking of . . . Series
M	Structured Tutoring III: Applying the Structured Tutoring Model in Reading
K	Structuring the Classroom for Success
M	Supplementary Aids for Phonetic Development
F	Teaching and Learning: Grades 1-2
M	Techniques and Process of Individualizing Instruction
M	Why Personalize Instruction?
K	Your Child — From Home to School

• INDIVIDUALLY GUIDED EDUCATION

F	Individually Guided Education

• INDUCTIVE PROCESS

M	Basic Concepts and Principles of Teaching
M	Developing/Instruction
M	Process Standards

• INDUSTRIAL ARTS

F	Converting the Elementary Classroom into an Industrial Arts Laboratory
F	How to Start Construction in the Elementary Classroom
F	Interdisciplinary Approaches: Should They Include Industrial Arts?
S	Problem-Solving
F	Relationship of Industrial Arts to Occupational Education
F	Tomorrow Begins Yesterday

• INNER-CITY SCHOOLS

A	Administrative Patterns for Today's Education
F	Black Excellence
S	Building Bridges to the Future
F	Chance to Learn
F	Child Went Forth
F	Inside Out

• INNOVATION

M	Action Research for Improving Instruction
F	Activity Oriented Classroom
A	Administrative Patterns for Today's Education
F	All the Self There Is
F	Another Way to Learn
P	Basic Course in Synectics
F	Battling Brook Primary School: Four Days in September
F	Bucklesbury Farm
K	Cable TV: The Giant is Awake
F	Child Went Forth
F	Children Are People
F	Choosing to Learn
F	City Infants
F	Common Sense and the New Mathematics
M	Contemporary Education
V	Diversity in Education
V	Do You Read Me
A	Education and Innovation
K	Educational Media Kit
F	Elizabethan Village
F	End of a Morning
F	Eveline Lowe
A	Examining Goals and Purposes for Relevancy
F	Eynsham
F	First Day
F	Freedom to Think
F	Future Shock
F	Glasser on Schools
S	Grounds for Learning: The School Site as an Education Resource
A	High Schools for the Real World
F	I Am Here Today
F	I Do and I Understand
A	Impact of Change on Accepted Practices
K	Individualized Instruction Kit
A	Innovation by Design
A	Innovative Techniques for In-Service Programs
F	Inside Out
F	Into Secondary School
K	Introduction to Team Teaching
F	Just Beyond the Chalkboard
A	Keeping Up: Education Change
F	Kids Are People, Too

A — Audiotapes; B — Books, Guides, Printed Matter; F — Films; G — Games and Simulations; K — Kits, Multi-Media Packages, or Mini-Courses; M — Modules; P — Programmed Texts; S — Slide/Tapes and Filmstrips; V — Videotapes; * — Annotated in First Edition of this Guide.

F	Learning by Doing
S	Man and His Environment: A New Approach to Environmental Education
F	Maths Is a Monster
F	Medbourne Primary School: Four Days in May
A	Media Technology: Making the Most of It
M	Microteaching (Wichita)
F	My Brother's Keeper
F	My Computer Understands Me
F	Nature's Classroom
A	New Approaches to Old Problems
M	Non-Authoritarian Teaching
A	Nongradedness — How It Looks in the Real World
F	Outdoor Education
M	Philosophy of Herbert Kohl
M	Planning for Change
F	Probing Mind
M	Programmed Learning Unit on Individualizing Learning
M	Recent Education Innovations
F	Remarkable Schoolhouse
F	Rx for Learning
F	Search for Learning
M	Simulation
A	Speaking of . . . Series
P	Strange and Familiar
F	Summer Harvest
F	Teacher-Directed Television Instruction
F	Teachers at the Center
P	Teaching Is Listening
F	Teaching Machines and Programmed Learning
F	They Can Do It
F	They're Your Kids
F	Time to Grow
F	To Find a Way
A	Variable Scheduling
F	We Still Need Arithmetic
F	What Did You Learn in School Today?

• INQUIRY

M	Art of Teaching the Social Studies
M	Basic Concepts and Principles of Teaching
M	Behavioral Approach to Teaching
M	Developing Short Term Inquiry Strategies in the Social Studies
M	Helping Students Learn by the Inquiry or Discovery Method
M	Instruction: Inquiry and Decision-Making
F	Into Tomorrow
F	Just Beyond the Chalkboard
A	Keeping Up: Educational Change
M	Social Studies Methods
F	Teaching and Learning: Grades 1-2
F	Teaching and Learning: Grades 3-4
F	Teaching and Learning: Grades 5-6
F	Teaching and Learning: Grades 7-8
M	Teaching Kit
M	Using Psychological Principles

• INSERVICE

A	Innovative Techniques for Inservice Programs
B	Personalized Approach to Planning and Conducting a Program of Continuing Inservice Education
M	Planning Learning Experiences Using Systematic Procedures
K	Teacher Education Center (TEC) Workshop

• INSTRUCTIONAL DESIGN

M	Achieving Closure
M	Addition of Whole Numbers
F	All the Self There Is
F	Autism's Lonely Children
F	Basketball for Intermediate Grades
F	Basketball: Game Coaching
F	Bridge to the Future
V	Child Reads
K	Coordinated Instructional Systems: An Individualized Course for Teachers
M	Curriculum Methods and Materials
F	Decimalization and Metrication
M	Developing/Instruction
V	Do You Read Me
F	Dorothy Heathcote Talks to Teachers: Part I
F	Elizabethan Village
V	English for Elementary Teachers: Language
V	English for Elementary Teachers: Literature
S	Evolving Patterns for School Science Facilities
F	Functional Teaching of Numbers
F	Functional Teaching of Reading and Writing
M	Geometry I: Awareness Geometry
M	Geometry Module II: Activities for Grades 1 through 6
M	Graphs
F	How Blind Children Learn
F	How Do Children Think?
M	Implementing MATCH KITS in the Classroom
M	Improvement of Science Instruction
M	Increasing Participation
F	Individually Guided Education
F	Initial Perceptual Training
M	Instruction: Inquiry and Decision-Making
F	Instructional Development
M	Instructional Models
M	Instructional Module for Developing Competence in Writing Lesson Plans, Using Them, and Evaluating Their Worth
M	Instructional Strategies for Learning Activity Package
M	Instructional Technology Workshop
F	Integrated Motor-Perceptual Training
F	Intellectual Caste System
M	Introduction to Mathematical Relations
M	Introduction to Science Materials and Programs for the Elementary School
A	Keeping Pace with Change/Updated Teaching Techniques
K	Managing the Learning Process
F	Mathematics: A Lesson in Teaching
F	Motor Training
K	New Strategies for Social Education
M	Non-Authoritarian Teaching
M	Number Patterns: The Regrouping Technique
F	Oakleaf Project
F	Operations with Whole Numbers
F	Outdoor Education
M	Pascal's Triangle
M	Performance Standard Unit on How to Write a UNIPAC
B,S	Pictograph Handbooks and Audiotapes Series
M	Planning an Instructional Sequence
F	Practicing Mathematical Skills
F	Reading: A Lesson in Teaching
M	Reading Methods (St. Scholastica)
M	Recognizing and Obtaining Attending Behavior
M	Relation of Objectives to Instructional Models
F	Research with Disadvantaged Preschool Children
F	Rhetoric of the Movie
K	School Daze of the Learning Disability Child
V	Science in Your Classroom
M	Secondary Reading
M	Set Induction (Panhandle)
M	Sets and Logic
M	Shorthand Dictation and Transcription: Teaching Techniques
M	Social Studies: Structures, Sources, Directions, and Models
F	Stages of Instruction-Preparation
M	Structured Tutoring II: Organizing Intergrade Tutoring

M	Structuring Objectives for Course Development
M	Student-Referenced Learning Activities
M	Subtraction of Whole Numbers
M	Systematic Reading Instruction
K	Teacher Improvement Kits
F	Teaching and Learning: Grades 3-4
F	Teaching and Learning: Grades 7-8
M	Teaching Kit
M	Teaching Measurement in the Primary Grades
M	Teaching of Mathematics (Woodworth)
K	Teaching Sight Words Using the Kinesthetic Method
F	They're Your Kids
F	Time to Grow
F	Tomorrow Begins Yesterday
F	Track and Field for Intermediate Grades
M	Using Examples and Illustrations
M	Using Planned Repetition
*F	Visualization — A Key to Reading
F	Volleyball for Intermediate Grades
F	We Still Need Arithmetic
F	What Did You Learn in School Today?

• INSTRUCTIONAL MATERIALS

M	Addition of Whole Numbers
F	Advanced Perceptual Skills
B,S	Advanced Production Techniques
F	Animation
M	Arithmetic — Teaching Principles for Elementary Classroom Use
M	Art for Teachers
S	Art in Depth
F	At Your Fingertips Series
F	Balancing
F	Better Bulletin Boards
F	Bones
S	Chalkboard, Part I
S	Chalkboard, Part II
M	Choosing Course Curriculum
M	Contemporary Education
F	Converting the Elementary Classroom into an Industrial Arts Laboratory
S	Creating Your Own Filmstrip
M	Curriculum, Methods, and Materials
M	Developing Basic Map, Globe, Chart and Graph Skills
M	Developing/Materials and Media
V	Devices in Their Hands/Math in Their Minds
V	Do You Read Me
M	Editing Videotapes Using Sony Videotape Machines
K	Educational Media Kit
M	Educational Media — Production, Use, and Evaluation
S	Effective Bulletin Boards — Part I
S	Effective Bulletin Boards — Part II
F	Eight-MM Film, Its Emerging Role in Education
B,S	Emphasis: Art (2nd Edition)
M	Evaluating/Materials & Media (Part I)
M	Evaluating/Materials & Media (Part 3)
M	Field Supervisory Training Program
S	Flannel Board
F	Gases and Airs in the Classroom
M	Guide to Implementing Teacher Self-Appraisal
F	Hey, Look at Me!
F	High Contrast Photography for Instruction
F	How to Construct Miniature Scenery
S	How to Prepare a Presentation
F	How to Start Construction in the Elementary Classroom
M	Identifying Resources
M	Implementing MATCH KITS in the Classroom
M	Improvement of Science Instruction
M	Increasing Student Involvement
A	Individualized Instruction in Continuous Progress Programs
F	Initial Perceptual Training
M	Instruction: Using Maps, Globes, and Other Similar Aids
K	Instructional Graphics for Television: Production Skills and Standards for Televised Graphics
M	Instructional Technology Workshop
M	Introduction to Science Materials and Programs for the Elementary School
F	Kitchen Physics
F	Learning by Design or the Influence of Environment
S	Learning through Media
F	Lettering Instructional Materials
F	Light from a Black Box
F	Long Time to Grow — Part I: Two- and Three-Year-Olds in Nursery School
A	Media Technology: Making the Most of It
M	Methods of Public School Music
F	Mini Movie Makers
A	Minorities and Women in Instructional Materials
F	Motor Training
B,S	Mounting and Masking Techniques
V	Movement Experience for the Classroom
F	Music in Early Childhood
F	My Art Is Me
K	New Strategies for Social Education
A	Nongradedness — How It Looks in the Real World
M	Operating the Videotape Machine (Sony 1972)
F	Outdoor Play
F	Passe Partout Framing
B,S	Planning the Projectual
F	Pond Water
S	Posters for Teaching
S	Prescriptive Material Retrieval System
F	Purple Turtle
F	Reaching Out
F	Readiness for Reading
F	Reading: Directed Lessons
M	Reading Methods (C.S.U.-San Diego)
M	Reading Methods (St. Scholastica)
F	Recorder
F	Rx for Learning
M	Science Education
V	Science in Your Classroom
G	Selecto
M	Sets and Logic
K	Sex Role Stereotyping in the Schools
F	Shape of a Leaf
F	Simple Camera
B,S	Simple Projectual Production
M	Simulation and Games
M	Situational Utilization of Materials
F	Small Things Classroom
M	Structured Tutoring II: Organizing Intergrade Tutoring
M	Structured Tutoring III: Applying the Structured Tutoring Model in Reading
B	Student-Structured Learning in Science: A Program for the Elementary School Teacher
M	Supplementary Aids for Phonetic Development
F	Teaching and Learning: Grades 1-2
F	Teaching and Learning: Grades 3-4
F	Teaching and Learning: Grades 7-8
M	Teaching Measurement in the Primary Grades
M	Teaching of Mathematics (Woodworth)
F	Teaching the Disadvantaged Adult: Approaches to Teaching and Counseling
F	Track and Field for Intermediate Grades
F	Training Aids
S	Understanding Children's Art Expression
M	Using Drill Activities in Elementary School Mathematics
M	Using Peabody Learning Kits

B,S Using the Overhead Projector
M Using the Text
F Visually Handicapped Child: The Partially Sighted
F Water Play for Teaching Young Children
F We Still Need Arithmetic
F Wet Mounting Pictorial Materials
M Whole Number Concepts II: Teaching Procedures
K Whys and Hows of Student Film-Making

• INTELLIGENCE

S Child Care and Development, Set 2
F Child Experts
F Growth of Intelligence in the Preschool Years
F Jean Piaget: Memory and Intelligence
P Teaching: A Course in Applied Psychology
M Using Psychological Principles

• INTERACTION

P Basic Interpersonal Relations
F Diagnosing Group Operations
G Feelin'
M History of Human Relations Movement
M Implementation Module I-3
F Individual Motivation and Behavior
P Individualizing Instruction: Materials and Classroom Procedures
K Interaction Laboratory for Teacher Development
M Introduction to Transactional Analysis: Ego States
M Microcosm: A Radical Experiment in Re-Education for Becoming a Person
F My Brother's Keeper
M Our Relations with Our Children
M Simulation and Games
F Talking Together
A Teacher Impact: Classroom Climate
M Teacher-Student Interaction
M Teaching
K Transactional Analysis: Social and Communication Training (TASC)
M Using Interaction Analysis to Classify Classroom Interaction
*K Verbal Interaction in the Cognitive Domain
S Why Am I Afraid to Tell You Who I Am?

• INTERACTION ANALYSIS

A Basic Interaction Analysis Training Course
M Interaction Analysis
M Interaction Analysis (Analysis of Verbal Behavior)
K Interaction Analysis Training Kits: Level I
K Interaction Analysis Training Kits: Level II
K Learning Interaction Analysis: A Programmed Approach
B Recording Teacher and Pupil Verbal Inquiry Behaviors in the Classroom: A Technical Manual for Observers
M Teacher-Student Interaction
M Teacher Talk Strategies
M Using Interaction Analysis to Classify Classroom Interaction

• INTERPERSONAL COMMUNICATIONS PROGRAMS SERIES

A Basic Interpersonal Relations
A Carl Rogers on Tape
A Daily Living: Coping with Tension and Anxieties
A Encountertapes for Personal Growth Groups
A General Relationship Improvement Program
A How to Use Encounter Groups
A Motivation in the Classroom
A Myself and Others: A Tough and Tender Dialog
A Personal Adjustment
A Understanding Human Relations

• INTERPERSONAL RELATIONS

P Basic Interpersonal Relations
M Behavioral Approach to Teaching
A Carl Rogers on Tape
F Circle of Love
V Communication Education
B Communication Skills and Decision-Making Procedures in an Intercultural Setting
A Daily Living: Coping with Tension and Anxieties
K Encountertapes for Personal Growth Groups
A Fears of Teaching, Parts I and II
F Feather
P General Relationship Improvement Program
G Hang Up — The Game of Empathy
A How to Use Encounter Groups
K Interaction Laboratory for Teacher Development
M Learning Process
M Microcosm: A Radical Experiment in Re-Education for Becoming a Person
A Motivation in the Classroom
A Myself and Others: A Tough and Tender Dialog
M Nonverbal Communication and the Affective Domain
A Personal Adjustment
M Professional Sensitivity Training/Educational Psychology
F Sir! Sir!
A Understanding Human Relations
S Welcome to Our World
S Why Am I Afraid to Tell You Who I Am?

• INTERVIEWING

F City Infants
F Classification
V Teaching Interview

• INVOLVEMENT

M Basic Secondary Teaching Tasks: Increasing Student Participation and Creating Student Involvement
F Bones
F Bucklesbury Farm
K Cable TV: The Giant Is Awake
F Dorothy Heathcote Talks to Teachers: Part II
F Glasser on Schools
A How You Can Become an Exciting Teacher
M Increasing Student Involvement
F Kitchen Physics
F Mini Movie Makers
F Mothers and Toddlers
F Outdoor Education
F Pond Water
F Remarkable Schoolhouse
M Simulation
F Small Things Classroom
F They're Your Kids
F Volleyball for Intermediate Grades

• KINDERGARTEN

A American Association of Elementary-Kindergarten-Nursery Educators' Audiotape Library
B Improving Motor-Perceptual Skills
F Long Time to Grow — Part II: Four- and Five-Year-Olds in School
F Purple Turtle
F Time of Their Lives
F Time to Grow

• LANGUAGE ARTS

V Child Reads
V Do You Read Me
A Keeping Pace with Change/Updated Teaching Techniques
M Language Arts: Linguistics
F Language Building
M Modifying Academic Behavior
F Onto the Page and into the World
F Our Schools Have Kept Us Free
F Pleasure Is Mutual: How to Conduct Effective Book Programs
F Problems and Remedies
M Reading Methods (St. Scholastica)
F Sensitive Tool

A — Audiotapes; B — Books, Guides, Printed Matter; F — Films; G — Games and Simulations; K — Kits, Multi-Media Packages, or Mini-Courses; M — Modules; P — Programmed Texts; S — Slide/Tapes and Filmstrips; V — Videotapes; * — Annotated in First Edition of this Guide.

S Speech and Language Improvement Program for the Culturally Disadvantaged
M Teaching Language Arts: Diagnosing Elementary Reading Ability
M Teaching Language Arts in the Elementary School (Buffalo T.C.)
M Teaching Language Arts in the Elementary School (Glass T.C.)
M Teaching Language Arts — Phase I
M Teaching Language Arts — Phase II
F There's Something about a Story
M Word Recognition Skills

• LANGUAGE DEVELOPMENT

F Body Image
F Deaf Child Speaks
F First Foundations
M Oral Language — Phase I
F Research with Disadvantaged Preschool Children
F Spearhead at Juniper Gardens
S Speech and Language Improvement Program for the Culturally Disadvantaged

• LARGE GROUP INSTRUCTION

M Instructional Module for Developing Competence in Writing Lesson Plans, Using Them, and Evaluating Their Worth

• LAW

F Chance to Learn (NEA)
M Defining the Role of the Teacher Aide
K It's Your Right: The Law Says
S Model Law for Handicapped Children
V School Law
M Special Education and the Law
M Teaching as a Profession

• LEADERSHIP

B Communication Skills and Decision-Making Procedures in an Intercultural Society
F Sharing the Leadership

• LEARNING

M Child Development with Implications for Working with Disadvantaged Children and Their Families
V Child Reads
M Comprehension Skills
F Conservation
K Culturally Different Learner
M Developing/Curriculum
V Dynamics of Classroom Behavior
M Educational Excellence
M Formulating Useful Instructional Objectives
F Growth of Intelligence in the Preschool Years
M How Children Fail — Holt, Postman & Weingartner
F Impact of Teacher's Behavior on Learners and Learning
F Individually Guided Education
F Instructional Development
F Just Beyond the Chalkboard
M Learning Process
V Motivating Children to Learn
F Outdoor Play
A Piaget in Childhood Education
F Principles of Learning
M Recognition and Remediation of Disorders Relating to Inadequacy in Sensory Processing
M Teaching for Mastery
K Teaching Sight Words Using the Kinesthetic Method
M Using Drill Activities in Elementary School Mathematics
M Using Peabody Learning Kits
M Using Psychological Principles
*F Visualization — A Key to Reading

• LEARNING DISABLED

F Children without Words
F Early Recognition of Learning Disabilities
A Expanding the Educational Horizons
F Horizon of Hope
F In a Class . . . All by Himself
F Learning Disabilities
F Learning Disabilities and the Blocked Sensory Input Technique
V Montessori: A Core Curriculum for Hearing-Impaired Children with Learning Disabilities
M Recognition and Remediation of Disorders Relating to Inadequacy in Sensory Processing
K School Daze of the Learning Disability Child

• LIBRARY-LEARNING CENTERS

S Building Bridges to the Future
F Challenge of Change
F Changeover
M Choosing Course Curriculum
M Curriculum, Methods, and Materials
M Learning Center
S Media Programs for Individual Schools
A,S Media Technology: Making the Most of It
A Reaching and Teaching Culturally Deprived Children
F Reaching Out: The Library and the Exceptional Child
F Teachers at the Center
F Using a Mathematics Laboratory Approach
F Watts Library Outreach Program

• LINGUISTICS

V Communicating Ideas through Language
V English for Elementary Teachers: Language
M Language Arts: Linguistics
V Montessori: A Core Curriculum for Hearing-Impaired Children with Learning Disabilities

• LISTENING SKILLS

A Keeping Pace with Change/Updated Teaching Techniques
M Listening Module
F Roadblocks to Communication
M Teaching Language Arts in the Elementary School (Buffalo T.C.)
M Teaching Language Arts — Phase I
M Teaching Language Arts — Phase II

• MANAGEMENT

F Battling Brook Primary School: Four Days in September
M Classroom Management for Reading Instruction
M Classroom Management Strategies
A Communication Challenges of the Principalship
A Communication Strategies for Top Administrators
F Day Care Center Techniques
M Discipline, How to Establish and Maintain It
F Everyone Wins
F I Am Here Today
P Individualizing Instruction: Materials and Classroom Procedures
M Instructional Models
F Kids Are People, Too
K Management by Objectives
M Managing Behavior
K Managing the Learning Process
F Medbourne Primary School: Four Days in May
M Philosophy of William Glasser
M Science of the Art of Giving Directions
A Setting New Communication Priorities
K Shady Acres In-Basket
K Structuring the Classroom for Success
A Teacher as a Classroom Manager
M Teaching II
P Teaching: A Course in Applied Psychology
F They Can Do It

• MATHEMATICS

M Addition and Its Properties
F Addition and Subtraction Algorithms

M	Addition of Whole Numbers
K	Arithmetic Project
M	Arithmetic-Teaching Principles for Elementary Classroom Use
F	Beginning Number Concepts
F	Checking Up
F	Common Sense and the New Mathematics
M	Curriculum Methods and Materials
F	Decimalization and Metrication
F	Development of Our Decimal Numeration System
V	Devices in Their Hands/Math in Their Minds
F	Division
F	Division Algorithms
F	Enterprising Infants
F	Freedom to Think
F	Functional Teaching of Numbers
M	Geometry I: Awareness Geometry
M	Geometry Module I: Content in Grades 1 through 6
M	Geometry Module II: Activities for Grades 1 through 6
M	Graphs
F	I Do and I Understand
F	Into Secondary School
M	Introduction to Mathematical Relations
A	Keeping Pace with Change/Updated Teaching Techniques
M	Making Quantitative Observations
F	Mathematics: A Lesson in Teaching
F	Mathematics: Unending Search for Excellence
F	Maths Is a Monster
M	Modifying Academic Behavior
F	Multiplication Algorithms and the Distributive Property
F	Multiplication and Its Properties
M	Number Patterns: The Regrouping Technique
M	Numeration
F	Operations with Whole Numbers
M	Pascal's Triangle
F	Practicing Mathematical Skills
M	Problem-Solving in Elementary Mathematics
F	Project Solo
M	Relations
M	Sets and Logic
F	Solving Verbal Problems in Mathematics
F	Subtraction
M	Subtraction of Whole Numbers
F	Teachers at the Center
M	Teaching by Discovery
M	Teaching Mathematical Ideas
M	Teaching Measurement in the Primary Grades
M	Teaching Multiplication and Division of Fractional Numbers
M	Teaching Numeration in the Primary Grades
M	Teaching of Mathematics (Benford)
M	Teaching of Mathematics (Woodworth)
F	Using a Mathematics Laboratory Approach
F	Using a Diagnosis in a Mathematics Classroom
M	Using Drill Activities in Elementary School Mathematics
M	Using the Text
F	We Still Need Arithmetic
M	Whole Number Concepts I: Learning Stages
M	Whole Number Concepts II: Teaching Procedures
F	Whole Number System — Key Ideas

•MATHEMATICS EDUCATION SERIES

M	Geometry Module I: Content in Grades 1 through 6
M	Geometry Module II: Activities for Grades 1 through 6
M	Problem-Solving in Elementary Mathematics
M	Teaching by Discovery
M	Teaching Measurement in the Primary Grades
M	Teaching Multiplication and Division of Fractional Numbers
M	Teaching Numeration in the Primary Grades
M	Using Drill Activities in Elementary School Mathematics
M	Using the Text
M	Whole Number Concepts I: Learning Stages
M	Whole Number Concepts II: Teaching Procedures

•MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS SERIES

F	Addition and Its Properties
F	Addition and Subtraction Algorithms
F	Beginning Number Concepts
F	Development of Our Decimal Numeration System
F	Division
F	Division Algorithms
F	Multiplication and the Distributive Property
F	Multiplication and Its Properties
F	Subtraction
F	Whole Number System — Key Ideas

•MATHEMATICS METHODS PROGRAM SERIES

M	Addition of Whole Numbers
M	Geometry I: Awareness Geometry
M	Graphs
M	Introduction fo Mathematical Relations
M	Number Patterns: The Regrouping Technique
M	Numeration
M	Pascal's Triangle
M	Relations
M	Sets and Logic
M	Subtraction of Whole Numbers

•MEASUREMENT

M	Arithmetic — Teaching Principles for Elementary Classroom Use
M	Diagnostic Evaluation of Reading Progress
M	Educational Measurement
S	Let's Try Something Else Kind of Thing: Precision Teaching
M	Making Quantitative Observations
M	Managing Behavior
M	Measures of Central Tendency
M	Reinforcement Principles for Elementary Classroom Use
M	Research
M	Social Studies: Structures, Sources, Directions, and Models
M	Teaching of Mathematics (Woodworth)
K	Test and Measurement Kits

•MEDIA

F	Animation
M	Audio-Visual Equipment
F	Better Bulletin Boards
F	Concern
K	Coordinated Instructional Systems: An Individualized Course for Teachers
S	Creating Your Own Filmstrip
K	Culturally Different Learner
M	Developing Audio-Visual Media for Learning Activity Packages
M	Developing/Materials and Media
K	Educational Media Kit
M	Educational Media — Production, Use, and Evaluation
F	Eight-MM Film, Its Emerging Role in Education
M	Evaluating/Materials and Media (Part I)
M	Evaluating/Materials and Media (Part II)
F	High Contrast Photography for Instruction
S	How to Prepare a Presentation
M	Instructional Technology Workshop
S	Learning through Media
F	Lettering Instructional Materials
K	Managing the Learning Process
F	Mathematics: Unending Search for Excellence

S Media Programs for Individual Schools
F Passe Partout Framing
F Probing Mind
F Teacher-Directed Television Instruction
F Wet Mounting Pictorial Materials
•MEXICAN-AMERICAN
F Black and White: Uptight
F Black Anger
F Chicano
M Mexican American People
F Mexican-Americans: Viva la Raza
F Pancho
F Salazar Family: A Look at Poverty
F Way Out
K We're Not All Alike
•MICROTEACHING
A Keeping Up: Educational Change
M Learning Process and Microteaching
A,S Media Technology: Making the Most of It
M Microteaching (Midwest)
M Microteaching (Wichita)
M Recent Educational Innovations
•MODEL ELEMENTARY TEACHER EDUCATION PROGRAM FOR SOCIAL SCIENCE MAJORS SERIES
M Field Supervisory Training Program
M Individualized Instruction — Reading Methods
M Teaching Kit
•MODULES
M Branched, Programmed Modules on Field Review and Field Test of Instructional Materials
M Competency-Based Education
K Curriculum Design and Development for Effective Learning
B Elementary Science Methods — A Modular Approach
M Evaluating Instructional Packages
M Evaluation of Modularized Curricula
B Inservice Education: Procedures for Preparing LAP's
M Instruction: Using Maps, Globes, and Other Similar Aids
M LAP on Writing LAPS
M Methods of Public School Music
B Packages for Autonomous Learning (PAL) System: Prospectus/Instructor's Manual/Illustrative Products
B,S Pictograph Handbooks and Audiotapes Series
M Putting an Instructional Package (LAP) Together
M Seminar on Competency-Based Teacher Education for University Personnel
M Teaching Kit
M Understanding the Characteristics of Competency-Based Education
•MONTESSORI
V Montessori: A Core Curriculum for Hearing-Impaired Children with Learning Disabilities
•MOTHER TONGUE SERIES
F First Foundations
F Language Building
F Problems and Remedies
F Reading and Writing
F Sensitive Tool
•MOTIVATION
F Behavior Theory in Practice
F Common Sense and the New Mathematics
F Creative Writing Series
F Elizabethan Village
F Growing of a Young Filmmaker
M How Children Fail — Holt, Postman & Weingartner
A How You Can Become and Exciting Teacher
M Improving Student Behavior
F Individual Motivation and Behavior
A Keeping Pace with Change/Updated Teaching Techniques
F Learning by Doing
M Learning Process
F Mike Makes His Mark
P Modifying Classroom Behavior: A Manual of Procedure for Classroom Teachers
V Motivating Children to Learn
M Motivation
A Motivation in the Classroom
M Motivation Theory for Teachers
F Movie about Light
F Practicing Mathematical Skills
F Principles of Learning
F Reading: A Lesson in Teaching
F Rewards and Reinforcement
M Set Induction (V.I.P.)
F Spearhead at Juniper Gardens
F Student
F Summer Harvest
A Teacher as a Classroom Manager
P Teaching: A Course in Applied Psychology
A Teaching Strategies for Personalized Instruction
F They're Your Kids
•MOTOR SKILLS
F Development of Perceptual Motor Skills in a Profoundly Retarded Child
F Everyone Wins
F Exceptional Child (NBC)
F Graduation Day
F Gross Motor Development — Part I
F Gross Motor Development — Part II
B Improving Motor-Perceptual Skills
F Integrated Motor-Perceptual Skills
F Motor Training
M Physical Education Component of a Competency-Based Elementary Education Program
F Show Me
F Small Muscle Development — Part I
F Small Muscle Development — Part II
F Small Muscle Development — Part III
F Thinking, Moving, Learning
F Up and Over: Exploring on the Stegel
•MOVEMENT
F Being Me
F Children Dance
F Developing Range and Understanding of Movement
F Discovering Mood in Music
F How to Develop a Theme
F In Touch
F Introduction to Movement Education
V Movement Experience for the Classroom
F Movement in Time and Space
F Oh Yes, These Are Very Special Children
M Physical Education Component of a Competency-Based Elementary Education Program
F Qualities of Movement
F Show Me
F Understanding Space and Directional Movements

•MOVEMENT EDUCATION SERIES
F Developing Range and Understanding of Movement
F How to Develop a Theme
F Introduction to Movement Education
F Qualities of Movement
F Understanding Space and Directional Movements
•MUSIC
K Building Community Support for the Music Program
K Crisis Prevention — A Team Approach
F Discovering Dynamics in Music
F Discovering Mood in Music
F Discovering Rhythm
M Introduction to Music
V Movement Experience for the Classroom
F Movement in Time and Space
F Music in Early Childhood
F Our Own Music

F Recorder
F What Is Music?

• NONGRADED CLASSES

F Choosing to Learn
K Individualized Instruction Kit
K Introduction to Team Teaching
A Keeping Up: Educational Change
A Nongradedness — How It Looks in the Real World
A Speaking of . . . Series

• NONVERBAL COMMUNICATION

M Attending Behavior — Specific Skills for Relating to Students in the Classroom
M Basic Concepts and Principles of Teaching
F Behavior Game
M Implementation Module I-3
F In Touch
M Increasing Student Involvement
S Making Sense Visually
F Movement in Time and Space
M Nonverbal Behavior (Panhandle)
M Nonverbal Behavior (Wichita)
M Nonverbal Communication and the Affective Domain
B Nonverbal Communication Monograph No. 1
A Teacher Impact: Classroom Climate
M Teaching I

• NORM-REFERENCED ASSESSMENT

M Assessing Progress towards Achievement of Performance Objectives

• NURSERY SCHOOLS

A American Association of Elementary-Kindergarten-Nursery Educators' Audiotape Library
F Day Care Center Techniques
F End of a Morning
F How to Use Tokens in Teaching
F Infants School
F Jennifer Is a Lady
F Long Time to Grow — Part I: Two- and Three-Year-Olds in School
F Mothers and Toddlers
F My Child Is Blind
F Nursery School Child — Mother Interaction: Three Head Start Children and Their Mothers
F Opportunity Class
F Organizing Free Play
F Three Year Olds
F Understanding Children's Play
F Water Play for Teaching Young Children
F When Should Grownups Stop Fights?

• OBJECTIVES

M Arithmetic-Teaching Principles for Elementary Classroom Use
M Basic Concepts and Principles of Teaching
M Behavioral Approach to Teaching
M Choosing Course Curriculum
M Classification of Objectives
M Components of Measureable Objectives
M Developing/Instruction
V Educational Objectives
M Formulating Useful Instructional Objectives
P Goal and Behavioral Objective Writing for Level III: Teachers & Therapists
M Guide to Classifying and Writing Instructional Objectives
M Impact of CAM on Course Objectives
M In-Depth Study of Objectives in the Affective and Psychomotor Domains
M Individualized Instruction
P Individualizing Instruction: Materials and Classroom Procedures
A Innovative Techniques for Inservice Program
B Inservice Education: Procedures for Preparing LAP's
M Instructional Technology Workshop
M Introduction to Behavioral Objectives
M LAP on Writing LAPS
K Management by Objectives
M Managing Behavior
M Modification of Objectives
M Module Cluster on Instructional Objectives
P New Approaches to Behavioral Objectives
M Operationalizing Goals
M Overview of Objectives in the Cognitive, Affective, and Psychomotor Domains with In-Depth Study of the Cognitive Domain
B,S Pictograph Handbooks and Audiotapes Series
M Planning an Instructional Sequence
M Planning for Teaching (Georgia)
M Reinforcement Principles for Elementary Classroom Use
M Relation of Objectives to Instructional Models
M Science of the Art of Giving Directions
M Selection of Objectives
M Specifying Assumptions, Goals, and Objectives for Competency-Based Education Programs
M Structured Tutoring II: Organizing Intergrade Tutoring
M Structuring Objectives for Course Development
M Student-Referenced Learning Activities
M Teacher Codes Course Objectives
M Teacher Guide for Self-Appraisal
M Teaching I
M Teaching for Mastery
M Understanding the Kinds of Objectives in the System for Pupil Program Evaluation and Development (SPPED)
M Writing and Classifying Instructional Objectives
K Writing Objectives for Improved Instruction
M Writing Objectives — Higher Cognitive Domain

• OBSERVATION

F Alice — A High School Junior
F Balloons: Aggression and Destruction Games
F Dick — A Fifth Grader
F Greg — An Eighth Grader
F Just Beyond the Chalkboard
F Keith — A Second Grader
M Making Observations and Inferences
M Making Observations Make Sense
F Observation and Memory
B Recording Teacher and Pupil Verbal Inquiry Behaviors in the Classroom: A Technical Manual for Observers
F This Is Robert
F Understanding Children's Play

• OMBUDSMAN

A Community Pressure Points in American Schools

• OPEN EDUCATION

F Another Way to Learn
F Battling Brook Primary School: Four Days in September
F Children Are People
F Choosing to Learn
F End of a Morning
F Eveline Lowe
F Eynsham
F First Day
F I Am Here Today
M Increasing Student Involvement
F Infants School
F Into Tomorrow
F Medbourne Primary School: Four Days in May
M Philosophy of Herbert Kohl
M Recent Educational Innovations
K Structuring the Classroom for Success
F They Can Do It
F To Find a Way
F What Did You Learn in School Today?

A — Audiotapes; B — Books, Guides, Printed Matter; F — Films; G — Games and Simulations; K — Kits, Multi-Media Packages, or Mini-Courses; M — Modules; P — Programmed Texts; S — Slide/Tapes and Filmstrips; V — Videotapes; * — Annotated in First Edition of this Guide.

•ORGANIZATION

M	Achieving Classroom Transitions
B	Bilingual Education: A Needs Assessment Case Study/ Implementing Competency-Based Educational Programs at Southern University
M	Classroom Management for Reading Instruction
A	Community Pressure Points in American Schools
K	Decision-Making and the Elementary School Principal
V	Diversity in Education
A	Examining Goals and Purposes for Relevancy
M	Increasing Participation
P	Individualizing Instruction: Materials and Classroom Procedures
A	Innovation by Design
F	Interdisciplinary Approaches: Should They Include Industrial Arts?
A	Keeping Up: Educational Change
M	Seminar on Competency-Based Teacher Education for University Personnel
M	Structured Tutoring II: Organizing Intergrade Tutoring
K	Teacher Education Center (TEC) Workshop

•ORIENTATION

K	Bassett, Tinker, Ives, and Park
F	Battling Brook Primary School: Four Days in September
F	Enterprising Infants
K	Thank God It's Friday!
F	Time to Grow

•OVERHEAD PROJECTION SERIES

B,S	Advanced Production Techniques
B,S	Mounting and Masking Techniques
B,S	Planning the Projectual
B,S	Simple Projectual Production
B,S	Using the Overhead Projector

•PACING

M	Individualized Instruction
M	Instructional Models

•PAL SYSTEM SERIES

M	Assessing Progress toward Achievement of Performance Objectives
M	Components of Measureable Objectives
M	Evaluating Instructional Packages
M	In-Depth Study of Objectives in the Affective and Psychomotor Domains
M	Instructional Needs Assessment Task Analysis and Entry Behavior
M	Instructional Strategies for Learning Activity Packages
M	Overview of Objectives in Cognitive, Affective, and Psychomotor Domains with In-Depth Study of Cognitive Domain
M	Packages for Autonomous Learning (PAL) System: Prospectus/Instructor's Manual/Illustrative Products
M	Putting an Instructional Package (LAP) Together
M	Writing Student Performance Contracts

•PARAPROFESSIONALS

S	Building Bridges to the Future
V	Montessori: A Core Curriculum for Hearing-Impaired Children with Learning Disabilities
S	School Is People

•PARENTS

F	Autism's Lonely Children
F	Behavioral Analysis Classroom
S	Bridging the Gap
F	Cerebral Palsied Child
S	Child Care and Development, Set 2
F	Chronic Disorders
F	Counseling with Parents
F	Crippled Child
F	Development Center for Handicapped Minors
M	Development of a Teaching Prescription
F	Early Recognition of Learning Disabilities
F	Epileptic Child
M	Generation Gap — Carl Rogers
F	Guidance for Seventies: Kids, Parents, Pressures
S	How You Can Help Your Child Get the Most Out of School
K	It's Your Right: The Law Says
F	Looking at Children
F	Meeting Emotional Needs in Childhood: The Groundwork of Democracy
F	Mothers and Toddlers
F	Nursery School Child — Mother Interaction: Three Head Start Children and Their Mothers
F	One Child in a Hundred
S	One Child in Four: The Story of Project "Rise"
M	Our Relations with Our Children — Carl Rogers
F	Parents Are Teachers, Too
F	Quiet One
S	School Daze of the Learning Disability Child
F	Speech Disorders: Physical Handicaps
K	Teacher-Parent Communication Inservice Training Kit
F	Visually Handicapped Child: The Blind
S	What Can You Do to Help Your Child Succeed?
F	When Should Grownups Help?
F	When Should Grownups Stop Fights?
K	Your Child — From Home to School

•PERSONALITY

F	Emotional Styles in Human Behavior
F	Finger Painting
F	Pay Attention
F	Role Enactment in Children's Play
A	Teacher Impact: Classroom Climate
M	Understanding Individual Behavior

•PERSONALIZED INSTRUCTION

A	American Association of Elementary-Kindergarten-Nursery Educators' Audiotape Library
M	Contracting for Inservice Education
M	Developing/Instruction
M	Development of a Teaching Prescription
K	Individualized Instruction Kit
F	Individually Guided Education
M	Learning Center
S	Let's Try Something Else Kind of Thing: Precision Teaching
F	Oakleaf Project
B	Personalized Approach to Planning and Conducting a Program of Continuing Inservice Education
A	Personalizing Reading Skills
S	Prescriptive Material Retrieval System
B,P	Prescriptive Teaching System: Individual Instruction
M	Student Contracting
M	Student-Referenced Learning Activities
A	Teaching Strategies for Personalized Instruction
M	Why Personalize Instruction?

•PHILOSOPHY OF EDUCATION

F	All in a Lifetime
M	Competency-Based Education
M	Deschooling Society — Ivan Illich
F	Freedom to Learn
F	Glasser on Education
F	Introduction to Movement Education
M	Non-Authoritarian Teaching — John Holt
F	Our Schools Have Kept Us Free
M	Philosophy and Writings — Jerome Bruner, Unit I
M	Philosophy of Education
M	Philosophy of Herbert Kohl
M	Philosophy of Instruction for the Social Studies in the Elementary School
M	Philosophy of William Glasser
M	Principles of Business Education
M	Specifying Assumptions, Goals, and Objectives for Competency-Based Education Programs

F	To Open Eyes
F	Whole Number System — Key Ideas
M	Why Personalize Instruction?

•PHONICS

M	Individualized Instruction — Reading Methods
M	Language Arts: Linguistics
M	Structured Tutoring IV: Organizing an Intergrade Reading Tutoring Program
M	Supplementary Aids for Phonetic Development

•PHYSICAL EDUCATION

F	All the Self There Is
F	Basketball for Intermediate Grades
F	Basketball: Game Coaching
F	Basketball: Pre-Season Coaching
F	Children Dance
F	Developing Range and Understanding of Movement
F	Everyone Wins
S	Grounds for Learning: The School Site as an Education Resource
F	How to Develop a Theme
F	Introduction to Movement Education
F	Outdoor Education
F	Outdoor Play
M	Physical Education Component of a Competency-Based Elementary Education Program
F	Physical Education for Blind Children
F	Qualities of Movement
F	Show Me
F	Thinking, Moving, Learning
F	Track and Field for Intermediate Grades
F	Understanding Space and Directional Movements
F	Up and Over: Exploring on the Stegel
F	Volleyball for Intermediate Grades

•PIAGET, JEAN

F	Children's Concepts
F	Classification
F	Conservation
F	Growing Mind
F	Growth of Intelligence in the Preschool Years
F	Jean Piaget: Memory and Intelligence
A	Piaget in Childhood Education
M	Psychological Theory and Its Implications for Instructional Efforts
M	Using Psychological Principles

•PIAGET'S DEVELOPMENTAL THEORY SERIES

F	Classification
F	Conservation
*F	Formal Thought
F	Growth of Intelligence in the Preschool Years
F	Jean Piaget: Memory and Intelligence

•PLANNING

F	Crisis in Education
K	Curriculum Design and Development for Effective Learning
A	Curriculum Planning As It Should Be
F	Education: The Public Schools
V	Educational Objectives
M	Effective Planning, Teaching, and Evaluation: An Applied Course
M	Guide to Implementing Teacher Self-Appraisal
M	How Does CAM Relate to Course Structure
F	How to Start Construction in the Elementary Classroom
M	Instruction: Inquiry and Decision-Making
M	Instructional Module for Developing Competency in Writing Lesson Plans, Using Them, and Evaluating Their Worth
M	LAP on Writing LAPS
M	Lesson and Unit Planning
M	Modification of Objectives
M	Modifying Academic Behavior
S	Negro in American History
B	Packages for Autonomous Learning (PAL) System: Prospectus/Instructor's Manual/Illustrative Products
B	Personalized Approach to Planning and Conducting a Program of Continuing Inservice Education
B,S	Pictograph Handbooks and Audiotapes Series
M	Planning an Instructional Sequence
M	Planning Educational Programs Using Systematic Procedures
M	Planning for Change
M	Planning for Teaching (Dallas)
M	Planning for Teaching (Georgia)
M	Planning Learning Experiences Using Systematic Procedures
F	Pleasure Is Mutual: How to Conduct Effective Book Programs
M	Professional Sequence Guide: Handbook of Individualized Instructional Lessons for Preservice Secondary Teachers
M	Putting an Instructional Package (LAP) Together
M	Rationale in Theory and Practice for Teaching Science in the Elementary School
A	School Modernization
M	Science Education
M	Science in the Elementary School
M	Selection of Objectives
M	Social Studies: Structures, Sources, Directions, and Models
F	Stages of Instruction — Preparation
A	Teacher as a Classroom Manager
F,V	Teacher Tele Tips
M	Teaching Kit
M	Teaching Mathematical Ideas
M	Teaching of Mathematics (Benford)
F,V	Television Techniques for Teachers
F	There's Something about a Story
M	Using Planned Repetition
S	When Every High School Teacher Is a Reading Teacher

•PLAY

F	Growing Up in a Scary World
F	Mothers and Toddlers
F	Opportunity Class
F	Outdoor Play
F	Partners in Play
F	Role Enactment in Children's Play
F	Understanding Children's Play

•POLITICAL FORCES

A	Changing Politics of Education: Local, State, and Federal
F	Crisis in Education
F	Day They Had to Close the Schools
F	Hear Us O Lord
F	Higher Education: Who Needs It?
F	I Wish I Could, Kathy
A	Issues and Impacts on Education
S	Model Law for Handicapped Children
A	Quest under Pressure: The Quest for Quality and Equality
F	Quiet Too Long
V	School Law

•PREJUDICE

F	Black and White: Uptight
M	Professional Sensitivity Training/Educational Psychology

•PREPARATION OF AUDIO-VISUAL MATERIALS SERIES

F	Better Bulletin Boards
F	High Contrast Photography for Instruction
F	Lettering Instructional Materials
F	Passe Partout Framing
F	Wet Mounting Pictorial Materials

•PRESENTATION SKILLS FOR TEACHERS CLUSTER

M	Feedback

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M	Increasing Participation
M	Nonverbal Behavior
M	Stimulus Variations
M	Using Examples and Illustrations
M	Using Planned Repetition

•PROBLEM-SOLVING

K	Arithmetic Project
F	Balancing
P	Basic Course in Synectics
F	Bones
K	Building Community Support for the Music Program
A	Cable for the Voiceless
V	Communication Education
B	Communication Skills and Decision-Making Procedures in an Intercultural Setting
F	Counseling Drop-Outs
F	Counseling Upset Students
K	Crisis Prevention — A Team Approach
F	Crowded Out
A	Dare to Care/Dare to Act
F	Diagnosing Group Operations
M	Formulating Useful Instructional Objectives
F	Future Shock
F	How Do Children Learn?
F	Imagination, Inventiveness, and Resourcefulness
A	Innovative Techniques for Inservice Program
B	Mediators and Fact Finders
F	My Computer Understands Me
A	New Assessments of Educational Practices
M	Philosophy of Herbert Kohl
S	Problem-Solving
A,B	Problem-Solving Improvement
M	Problem-Solving in Elementary Mathematics
M	Process Standards
F	Quiet One
F	Remarkable Schoolhouse
K	Sex Role Stereotyping in the Schools
K	Shady Acres In-Basket
B	Simulated Case Studies
F	Solving Verbal Problems in Mathematics
P	Strange and Familiar
M	Subtraction of Whole Numbers
G	Teacher's Lounge
F	To Be Black
F	Up and Over: Exploring on the Stegel
F	Vandalism — Why?
S	What Can You Do to Help Your Child Succeed?

•PROFESSIONALISM

M	Defining the Role of the Teacher Aide
M	Evaluating Instruction
K	Greenbook System for Professional Training in Higher Education (Alpha)
K	Greenbook System for Professional Training in Higher Education (Gamma)
A	Impact of Change on Accepted Practices
B	Performance-Based Guide to Student Teaching
M	Professional Sensitivity Training/Educational Psychology
S	Putting New Excitement into School Pictures
M	Teaching as a Profession
A	Understanding and Improving School Faculty Meetings (Audiotapes)
B	Understanding and Improving School Faculty Meetings (Booklet)

•PROGRAMMED INSTRUCTION

V	Do You Read Me
F	Light from a Black Box
F	Programmed Instruction — The Development Process
M	Programmed Learning Unit on Individualizing Learning
F	Teaching Machines and Programmed Learning

•PROJECT ON INTERPRETING MATHEMATICS EDUCATION RESEARCH SERIES

F	Operations with Whole Numbers
F	Practicing Mathematical Skills
F	Solving Verbal Problems in Mathematics
F	Using a Mathematics Laboratory Approach
F	Using Diagnosis in a Mathematics Classroom

•PSYCHOLOGY

F	Alice — A High School Junior
F	Behavior Theory in Practice
F	Cerebral Palsied Child
F	Chronic Disorders
F	Classification
F	Conservation
F	Control of the Naturalistic Social Behavior of Severely Retarded Boys
A	Daily Living: Coping with Tension and Anxieties
F	Demonstration of Behavioral Processes by B. F. Skinner
F	Dick — A Fifth Grader
V	Dynamics of Classroom Behavior
F	Emotional Styles in Human Behavior
K	Encountertapes for Personal Growth Groups
F	Greg — An Eighth Grader
F	Growing Mind
F	Growth of Intelligence in the Preschool Years
F	How Do Children Learn?
A	How to Use Encounter Groups
F	How to Use Tokens in Teaching
M	Human Growth and Development
F	Imprinting
F	In a Class . . . All by Myself
M	Introduction to Transactional Analysis: Ego States
F	Jean Piaget: Memory and Intelligence
F	Keith — A Second Grader
M	Learning Process and Microteaching
V	Man — His Growth and Development: Birth through Adolescence
M	Managing Behavior
P	Modifying Classroom Behavior: A Manual of Procedure for Classroom Teachers
V	Motivating Children to Learn
A	Motivation in the Classroom
M	Motivation Theory for Teachers
A	Myself and Others: A Tough and Tender Dialog
F	Perception
A	Personal Adjustment
M	Professional Sensitivity Training/Educational Psychology
M	Psychological Statistics
M	Psychological Theory and Its Implications for Instructional Efforts
M	Reinforcement (Dallas)
M	Reinforcement (Panhandle)
M	Reinforcement Principles for Elementary Classroom Use
F	Rewards and Reinforcements
F	Role Enactment in Children's Play
M	Social Studies: The Social Sciences as Content
P	Teaching: A Course in Applied Psychology
F	Together: Fred S. Keller and B. F. Skinner
K	Transactional Analysis: Social and Communication Training (TASC)
F	Understanding Aggression
A	Understanding Human Relations
M	Using Drill Activities in Elementary School Mathematics
M	Using Psychological Principles
B,F	Who Did What to Whom?
S	Why Am I Afraid to Tell You Who I Am?

•PSYCHOMOTOR DOMAIN

M	Basic Concepts and Principles of Teaching

M Behavioral Approach to Teaching
M Formulating Useful Instructional Objectives
M Guide to Classifying and Writing Instructional Objectives
M In-Depth Study of Objectives in the Affective and Psychomotor Domain
M Module Cluster on Instructional Objectives
M Overview of Objectives in the Cognitive, Affective, and Psychomotor Domains with In-Depth Study of the Cognitive Domain

• QUESTIONING SKILLS

M Basic Concepts and Principles of Teaching
M Behavioral Approach to Teaching
M Effective Questioning for Critical Thinking
M Harmonizing Questions and Activities Used by Teachers with the Level of Cognitive Behavior Expected of Pupils
F How Do Children Think?
M Implementation Module I-2
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A Keeping Up: Educational Change
M Question Upgrading-Improvement Package
M Questioning
M Questioning Skills
A Reaching and Teaching Culturally Deprived Children
M Reading Methods (C.S.U.-San Diego)
M Relations
M Teaching
M Teaching II
F Teaching and Learning: Grades 7-8
P Teaching Is Listening
*K Verbal Interaction in the Cognitive Domain

• RACIAL INTEGRATION/SEGREGATION

F Golden Mountain on Mott Street
A High Schools for the Real World
A Issues and Impacts on Education
A Quest under Pressure: The Quest for Quality and Equality

• READINESS

V Child Reads
V Do You Read Me
B Improving Motor-Perceptual Skills
M Instructional Needs Assessment, Task Analysis, and Entry Behavior
S One Child in Four: The Story of Project "Rise"
A Personalizing Reading Skills
F Readiness for Reading
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V Child Reads
M Classroom Management for Reading Instruction
B Competencies Essential for Diagnosing Reading Difficulties
M Comprehension Skills
M Developing Comprehension Analysis of Meaning: A Resource Module
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A,S Media Technology: Making the Most of It
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• REALITY THERAPY

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• RECORD-KEEPING

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F Checking Up
F Counting and Charting Target Phonemes from Conversation
M Effective Planning, Teaching, and Evaluation: An Applied Course
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• REHABILITATION

F Evaluating the Retarded Client
F Nature of Mental Retardation
F Operation Behavior Modification
F Out of the Shadows
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F Time to Mend
F Training Resources and Techniques
S What Can You Do to Help Your Child Succeed?

• REINFORCEMENT

F Achievement Place
M Basic Secondary Teaching Tasks: Increasing Student Participation and Creating Student Involvement
F Behavior Theory in Practice
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F Behavioral Analysis Classroom

A — Audiotapes; B — Books, Guides, Printed Matter; F — Films; G — Games and Simulations; K — Kits, Multi-Media Packages, or Mini-Courses; M — Modules; P — Programmed Texts; S — Slide/Tapes and Filmstrips; V — Videotapes; * — Annotated in First Edition of this Guide.

F Demonstration of Behavioral Processes by B. F. Skinner
F Development of Perceptual Motor Skills in a Profoundly Retarded Child
F Help for Mark
F Horizon of Hope
F How to Use Tokens in Teaching
M Implementation Module I-3
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F Mentally Handicapped: Trainable
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K Teacher-Parent Communication Inservice Training Kit
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M Competencies Essential for Diagnosing Reading Difficulties
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M Curriculum Specialist's Role in Enabling Interns to Acquire and Demonstrate Mastery of Teaching Competencies
M Methods of Public School Music
M Nonverbal Communication and the Affective Domain
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F Four Learning Exercises on Role Enactment
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S Man and His Environment: A New Approach to Environmental Education
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A Carl Rogers on Tape
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F Head Start to Confidence
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M Microcosm: A Radical Experiment in Re-Education for Becoming a Person
V Montessori: A Core Curriculum for Hearing-Impaired Children with Learning Disabilities
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F Nobody Took the Time
M Psychological Theory and Its Implications for Instructional Efforts
F Sharing the Leadership
A Teacher Impact: Classroom Climate
F Up and Over: Exploring on the Stegel
*F Visualization — A Key to Reading

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M Numeration
M Planning an Instructional Sequence
M Science of the Art of Giving Directions
M Structuring Objectives for Course Development
M Student Referenced Learning Activities
M Subtraction of Whole Numbers

• SET INDUCTION
M Basic Secondary Teaching Tasks: Increasing Student Participation and Creating Student Involvement
M Planning for Teaching (Georgia)
M Set Induction (V.I.P.)
M Set Induction (Panhandle)
M Teaching I

• SIMULATION
A Administrative Patterns for Today's Education
M Art of Teaching the Social Studies
F Drug Decision
B,P Prescriptive Teaching System: Individual Instruction
M Simulation
M Simulation and Games
K Simulation as an Educational Tool

• SKILL DEVELOPMENT
F All the Self There Is
K Arithmetic Project
F Basketball for Intermediate Grades
M Comprehension Skills
F Concentration and Reasoning
F Exceptional Child (NBC)
F From Here to There
M Geometry Module II: Activities for Grades 1 through 6
M Going beyond Observation
F Gross Motor Development — Part I
F Gross Motor Development — Part II
M Improvement of Science Instruction
B Improving Motor-Perceptual Skills
F Initial Perceptual Training
F Integrated Motor-Perceptual Training
M Making Observations and Inferences
M Making Observations of Space and Time
F Motor Training
M Number Patterns: The Regrouping Technique
F Observation and Memory
M Pascal's Triangle
A Personalizing Reading Skills
M Reading Methods (C.S.U.-San Diego)
F Research with Disadvantaged Preschool Children
F Small Muscle Development — Part I
F Small Muscle Development — Part II
F Small Things Classroom
M Systematic Reading Instruction
M Teaching by Experiment
M Teaching Language Arts in the Elementary School (Buffalo T.C.)
M Teaching Language Arts — Phase I
M Teaching Language Arts — Phase II
F Track and Field for Intermediate Grades
F Volleyball for Intermediate Grades
M Word Recognition Skills

• SMALL GROUP INSTRUCTION
F I Do and I Understand
M Instructional Module for Developing Competence in Writing Lesson Plans, Using Them, and Evaluating Their Worth
M Small Group Instruction

• SOCIAL STUDIES
M Art of Teaching the Social Studies
M Developing Basic Map, Globe, Chart, and Graph Skills
M Developing Short-Term Inquiry Strategies in the Social Studies
M Dynamics of Multicultural Society
M Field Supervisory Training Program
F How to Construct Miniature Scenery
M Implementing MATCH KITS in the Classroom
M Individualized Instruction — Reading Methods
M Instruction: Inquiry and Decision-Making
M Instruction: Using Maps, Globes, and Other Similar Aids
A Keeping Pace with Change/Updated Teaching Techniques
M Modifying Academic Behavior
K New Strategies for Social Education
M Philosophy of Instruction for the Social Studies in the Elementary School
M Social Action
M Social Studies Methods
M Social Studies: Structures, Sources, Directions, and Models
M Social Studies: The Social Sciences as Content
M Teaching Kit

• SOCIO-CULTURAL FOUNDATIONS
F Black History: Lost, Stolen, or Strayed
F Chicano
F Child Experts
F Digging for Black Pride
F I'm Not Too Proud Anymore
F Mothers and Toddlers
F Salazar Family: A Look at Poverty
M Social-Cultural Foundations/Sociology

• SOCIODRAMA
F Four Learning Exercises on Role Enactment
F Improvised Drama — Part I
F Improvised Drama — Part II

• SOCIOLOGY
F Black and White: Uptight
F Black Anger
F Child Experts

A — Audiotapes; B — Books, Guides, Printed Matter; F — Films; G — Games and Simulations; K — Kits, Multi-Media Packages, or Mini-Courses; M — Modules; P — Programmed Texts; S — Slide/Tapes and Filmstrips; V — Videotapes; * — Annotated in First Edition of this Guide.

F	Control of the Naturalistic Behavior of Severely Retarded Boys
F	Education: The Public Schools
F	Future Shock
F	Golden Mountain on Mott Street
F	I'm Not Too Proud Anymore
M	Instruction: Values and Moral Development
M	Social-Cultural Foundations/Sociology
M	Social Studies: The Social Sciences as Content
F	Walk in My Shoes
F	Way Out

• SPECIAL EDUCATION

F	Advanced Perceptual Skills
F	All My Buttons
F	Auditorially Handicapped Child: The Deaf
F	Autism's Lonely Children
F	Behavior Modification: Teaching Language to Psychotic Children
F	Behavior Therapy with an Autistic Child
F	Behavioral Analysis Classroom
F	Being
F	Body Image
F	Bridge to the Future
M	Causes of Mental Retardation
F	Cerebral Palsied Child
F	Children of the Silent Night
F	Chronic Disorders
F	Community and the Exceptional Child: Summary
F	Concentration and Reasoning
F	Control of the Naturalistic Social Behavior of Severely Retarded Boys
F	Counseling the Retarded Client and His Family
F	Crippled Child
M	Curriculum Activities for Elementary Activities for Elementary, Intermediate, Junior High School, and Senior High School
F	Deaf Child Speaks
F	Decision Is Made
F	Development Center for Handicapped Minors
F	Development of Perceptual Motor Skills in a Profoundly Retarded Child
M	Diagnosis in Mental Retardation
A	Early Childhood Education and the Exceptional Child
F	Early Clinical Aspects of Mental Retardation
M	Educating Exceptional Children
M	Evaluating/Materials and Media (Part I)
F	Evaluating the Retarded Client
F	Everyone Wins
F	Exceptional Child (NBC)
F	Exceptional Child (Time/Life)
F	Eye of a Child
F	Foundation for Growth
F	From Here to There
F	Functional Teaching of Numbers
F	Functional Teaching of Reading and Writing
P	Goal and Behavioral Objective Writing for Level III: Teachers & Therapists
F	Graduation Day
F	Gross Motor Development — Part I
F	Gross Motor Development — Part II
F	Growing Up without Sight
F	Help for Mark
F	Horizon of Hope
F	How Blind Children Learn
F	Imagination, Inventiveness, and Resourcefulness
F	In a Class . . . All by Himself
F	In Touch
F	Initial Perceptual Training
F	Integrated Motor-Perceptual Training
F	Jennifer Is a Lady
F	Kevin
F	Learning Disabilities
F	Learning Disabilities and the Blocked Sensory Input Technique
V	Learning to Speak
F	Legend of Anne Sullivan
F	Leo Beuerman
S	Let's Try Something Else Kind of Thing: Precision Teaching
V	Light for Debra
F	Light from a Black Box
F	Magic Letters
M	Mental Retardation Categories
F	Mentally Handicapped: Educable
F	Mentally Retarded: Trainable
S	Model Law for Handicapped Children
F	Motor Training
F	My Child Is Blind
F	Nature of Mental Retardation
F	Nobody Took the Time
F	Observation and Memory
F	Oh Yes, These Are Very Special Children
F	Onto the Page and into the World
F	Operant Audiometry with Severely Retarded Children
F	Operation Behavior Modification
F	Opportunity Class
F	Out of the Shadows
V	Parent Education Program
F	Partners in Play
V	Pattern for Change
F	Physical Education for Blind Children
F	Post-Placement Counseling
F	Rafe
F	Reaching Out: The Library and the Exceptional Child
F	Riley Family
F	School Day
K	School Daze of the Learning Disability Child
F	School Is for Children (Teacher/Parent Version)
G	Selecto
F	Shaft of Stimulus Control: A Clinical Procedure in Articulation Therapy
F	Shape of a Leaf
F	Show Me
F	Small Muscle Development — Part I
F	Small Muscle Development — Part II
F	Small Muscle Development — Part III
F	Spearhead at Juniper Gardens
M	Special Education and the Law
F	Speech Disorders: Stuttering
F	Speech Instruction with a Deaf-Blind Pupil #1
K	Structuring the Classroom for Success
K	Teaching Sight Words Using the Kinesthetic Method
F	Teaching the Mentally Retarded — A Positive Approach
F	Time for Georgia
F	Time for Talent
F	Time to Mend
F	Token System for Behavior Modification
F	Training Resources and Techniques
F	Up and Over: Exploring on the Stegel
M	Using Peabody Learning Kits
F	Visually Handicapped Child: The Blind
F	Visually Handicapped Child: The Partially Sighted

• SPEECH

F	Behavior Modification: Teaching Language to Psychotic Children
F	Children of the Silent Night
F	Children without Words
F	Counting and Charting Target Phonemes from Conversation
F	Deaf Child Speaks
F	Graduation Day
V	Learning to Speak

M Oral Language — Phase I
F Pay Attention
F Shaft of Stimulus Control: A Clinical Procedure in Articulation Therapy
F Speech Disorders: Physical Handicaps
F Speech Disorders: Stuttering
F Speech Instruction with a Deaf-Blind Pupil #1
M Supplementary Aids for Phonetic Development

• SPELLING
A Keeping Pace with Change/Updated Teaching Techniques
M Teaching Language Arts in the Elementary School (Buffalo T.C.)
M Teaching Language Arts — Phase I
M Teaching Language Arts — Phase II

• STAFF DEVELOPMENT
M Defining the Role of the Teacher Aide
A Innovation by Design
F Learning Disabilities
S Media Programs for Individual Schools
F My Brother's Keeper
A Nongradedness — How It Looks in the Real World
S School Is People
K Teacher Education Center (TEC) Workshop
A Understanding and Improving School Faculty Meetings (Audiotape)
B Understanding and Improving School Faculty Meetings (Booklet)

• STANDARDIZED TESTS
K Tests and Measurement Kits
A,B Tests and Use of Tests (Violations of Human and Civil Rights)
A Use of Standardized Tests by Teachers, Part I and II

• STATISTICS
M Diagnostic Module D-2
M Measures of Central Tendency
M Psychological Statistics
M Research

• STIMULUS VARIATION
M Basic Secondary Teaching Tasks: Increasing Student Participation and Creating Student Involvement
F Shaft of Stimulus Control: A Clinical Procedure in Articulation Therapy
M Stimulus Variation
K Structuring the Classroom for Success
M Teaching I

• STORYTELLING
F Pleasure Is Mutual: How to Conduct Effective Book Programs
F There's Something about a Story

• STRUCTURING
M Achieving Classroom Transitions
A How Much Structure in the Curriculum
M Increasing Participation
M Modifying Academic Behavior
M Planning for Teaching (Georgia)
M Stimulus Variation
M Structured Tutoring IV: Organizing an Intergrade Reading Tutoring Program
K Structuring the Classroom for Success

• STUDENT TEACHING
M Basic Secondary Teaching Tasks: Increasing Student Participation and Creating Student Involvement
B Curriculum Specialist's Role in Enabling Interns to Acquire and Demonstrate Mastery of Teaching Competencies
A Fears of Teaching, Parts I and II
F Long Time to Grow — Part I: Two- and Three-Year-Olds in Nursery School
A New Assessments of Educational Practices
B Performance-Based Guide to Student Teaching
M Professional Sequence Guide: Handbook of Individualized Instructional Lessons for Preservice Secondary Teachers

• STUDENT UNREST
A High Schools for the Real World
F Sit Down, Shut Up, or Get Out
F To Find a Way
F Understanding Aggression
F Vandalism — Why?

• SUPERVISION
F Another Way to Learn
F Control of the Naturalistic Social Behavior of Severely Retarded Boys
B Curriculum Specialist's Role in Enabling Interns to Acquire and Demonstrate Mastery of Teaching Competencies
F Discipline and Self-Control
M Educational Accountability
M Evaluating/Instruction
M Field Supervisory Training Program
A Impact of Change on Accepted Practices
F Long Time to Grow — Part I: Two- and Three-Year-Olds in Nursery School
S Model Schools Project: Rationale
M Monitoring In-Class Assignments
A New Assessments of Educational Practices
B Performance-Based Guide to Student Teaching
M Role of the Community Coordinator
F When Should Grownups Help?

• SUPPORTIVE ACTIVITIES
F Big Classroom
B Performance-Based Guide to Student Teaching
S Putting New Excitement into School Pictures

• SYSTEMS ANALYSIS
M Action Research for Improving Instruction
M Instructional Technology Workshop
M Making Observations Make Sense
M Planning Educational Programs Using Systematic Procedures
M Planning Learning Experiences Using Systematic Procedures
B,P Prescriptive Teaching System: Individual Instruction
A Setting New Communication Priorities

• TEACHER AIDE
F Aides Make the Difference
A Community Pressure Points in American Schools
M Defining the Role of the Teacher Aide
A Early Childhood Education and the Exceptional Child

• TEACHING AND LEARNING SERIES
F Teaching and Learning: Grades 1 — 2
F Teaching and Learning: Grades 3 — 4
F Teaching and Learning: Grades 5 — 6
F Teaching and Learning: Grades 7 — 8

• TEACHING ELEMENTARY SCIENCE: A MODULAR APPROACH SERIES
M Comparing Curricula
M Going beyond Observation
M Identifying Resources
M Making Observations and Inferences
M Making Observations Make Sense
M Making Observations of Space and Time
M Making Quantitative Observations
M Nature of Science
M Planning for Teaching
M Science in the Elementary School
M Teaching
M Teaching by Experiment
M Using Psychological Principles

• TEACHING READING SERIES
F Readiness for Reading
F Reading: Diagnosing Needs

F Reading: Directed Lessons
F Reading: Grouping for Instruction

• TEACHING WITH VISUAL MATERIALS SERIES

S Chalkboard, Part I
S Chalkboard, Part II
S Effective Bulletin Boards, Part I
S Effective Bulletin Boards, Part II
S Flannel Board
S Posters for Teaching

• TEAM TEACHING

F Battling Brook Primary School: Four Days in September
A Education and Innovation
F End of a Morning
K Individualized Instruction Kit
F Into Secondary School
K Introduction to Team Teaching
A Keeping Up: Educational Change
V Montessori: A Core Curriculum for Hearing-Impaired Children with Learning Disabilities
M Recent Educational Innovations
A Speaking of . . . Series
F Teaching and Learning: Grades 3—4
F Teaching and Learning: Grades 5—6
F Teaching and Learning: Grades 7—8

• TECHNOLOGY

F Black Excellence
A Cable for the Voiceless
K Cable TV: The Giant Is Awake
F Concern
F Future Shock
A Individualized Instruction in Continuous Progress Programs
A Innovation by Design
M Instructional Technology Workshop
F Light from a Black Box
V Montessori: A Core Curriculum for Hearing-Impaired Children with Learning Disabilities
F My Computer Understands Me
A New Approaches to Old Problems
B,P Prescriptive Teaching System: Individual Instruction
F Remarkable Schoolhouse
F Simple Camera
F Teaching Machines and Programmed Learning
F Tomorrow Begins Yesterday

• TELEVISION

A Cable for the Voiceless
K Cable TV: The Giant Is Awake
M Guide to Implementing Teacher Self-Appraisal
A Impact of Change on Accepted Practices
K Instructional Graphics for Television: Production Skills and Standards for Televised Graphics
A,S Media Technology: Making the Most of It
F Probing Mind
F Remarkable Schoolhouse
F Teacher-Directed Television Instruction
F,V Teacher Tele Tips
S Television in Your Classroom
F,V Television Techniques for Teachers

• TESTS AND MEASUREMENTS

M Assessing Progress Towards Achievement of Performance Objectives
M Construction of Achievement Tests
M Criterion-Referenced Testing
M Curriculum Methods and Materials
M Diagnostic Module D-2
M Educational Measurement
V Educational Objectives
M How Does CAM Relate to Course Structure
M Introduction to Comprehensive Achievement Monitoring (CAM)
A New Techniques for Assessing Cognitive Development
M Recognition and Remediation of Disorders Relating to Inadequacy in Sensory Processing
F Rx for Learning
M Specification for CAM Tests
M Teaching for Mastery
F Teaching the Disadvantaged Adult: Evaluation
K Tests and Measurement Kits
A,B Tests and Use of Tests (Violations of Human and Civil Rights)

• TRENDS AND INNOVATIONS IN SECONDARY EDUCATION SERIES

M Interaction Analysis (Analysis of Verbal Behavior)
M Microteaching
M Nonverbal Behavior
M Simulation

• TUTORING

F Brothers and Teachers
A Impact of Change on Accepted Practices
K Individualized Instruction Kit
M Structured Tutoring II: Organizing Intergrade Tutoring
M Structured Tutoring III: Applying the Structured Tutoring Model in Reading
M Structured Tutoring IV: Organizing an Intergrade Reading Tutoring Program

• UNIT PLANNING

K Coordinated Instructional Systems: An Individual Course for Teachers
M Developing/Instruction
V Educational Objectives
M Improvement of Science Instruction
M Lesson and Unit Planning
M Planning an Instructional Sequence
M Planning for Teaching (Dallas)
M Teacher Competencies

• URBAN EDUCATION

V City as a Teacher
F City Infants
F First Day
F I Ain't Playin' No More
F Inside Out
A Quest under Pressure: The Quest for Quality and Equality
M Social-Cultural Foundations/Sociology

• VALUES

M Improving Student Behavior
F Improvised Drama — Part I
M Instruction: Values and Moral Development
F Mothers and Toddlers
M Social Action
K Teaching the Culturally Disadvantaged
M Values for Education: An Affective Method of Instruction

• VERBAL COMMUNICATION

A Basic Interaction Analysis Training Course
F Impact of Teacher's Behavior on Learners and Learning
M Implementation Module I-3
M Increasing Student Involvement
M Interaction Analysis
M Interaction Analysis (Analysis of Verbal Behavior)
M Questioning
B Recording Teacher and Pupil Verbal Inquiry Behaviors in the Classroom: A Technical Manual for Observers
M Teacher Talk Strategies
M Using Interaction Analysis to Classify Classroom Interaction

• VISION

F Visually Handicapped Child: The Partially Handicapped

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•VOCATIONAL EDUCATION

F	Bridge to the Future
K	Managing the Learning Process
M	Principles of Business Education
F	Relationship of Industrial Arts to Occupational Education
M	Shorthand Dictation and Transcription: Teaching Techniques

•WHAT RESEARCH SAYS TO THE TEACHER SERIES

*S	Controlling Classroom Misbehavior
S	Creativity: A Way of Learning
*S	Educational Media
*S	Guided Study (Part I) and Homework (Part II)
*S	Listening: From Sound to Meaning
*S	Motivation in Teaching and Learning
*S	Nursery School and Kindergarten
*S	Teaching the Disadvantaged
*S	Understanding Intergroup Relations: A Person-to-Person Experience
S	When Every High School Teacher Is a Reading Teacher

•WRITING

F	Creative Writing Series
F	Enterprising Infants
F	Functional Teaching of Reading and Writing
F	Magic Letters
F	Onto the Page and into the World
F	Reading and Writing
F	Sensitive Tool

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Annotations

A

■ AAAARK-SOMETHING ABOUT COMMUNICATION

DISTRIBUTOR: USAF LEVEL: All
COST: $74.25 AUDIENCE: Tea.

DESCRIPTION: This film defines communication and elaborates on the art of communicating. Communication gives purpose and meaning to life. Ways of getting ideas across to others are highlighted. Personal problems are shown which cause problems in communicating. With the vast field of human knowledge available, communication is cited as the only means of narrowing the information gap. Advancement in audio-visual fields is shown and attention called to the world influence of the communication media. 16mm/color/18 min.

■ ACHIEVEMENT PLACE

DISTRIBUTOR: Kansas LEVEL: All
COST: Consult Distributor AUDIENCE: Coun., Tea.
RENTAL: $5.00

DESCRIPTION: This film shows a home for pre-delinquent boys who are assigned there by court action after they become involved in acts which bring them to the continuing attention of law enforcement officers. It shows the boys' daily activities which revolve around a token reinforcement system in which all privileges come as a result of points accumulated. 16mm/b&w/30 min.

■ ACHIEVING CLASSROOM TRANSITIONS, Ronald E. Peake and Jeff A. Pyatte

DISTRIBUTOR: Panhandle LEVEL: All
COST: $.55 AUDIENCE: Tea.

OBJECTIVES: 1) List and describe 5 tips for smooth transition from one classroom activity to another; 2) outline steps for smooth transition; 3) give 3 advantages and 3 disadvantages of prescribed steps for transition; 4) demonstrate transition skill by executing a practice fire drill; and 5) (optional) demonstrate transitional skill from one subject topic to another in classroom.

DESCRIPTION: This B-2 self-instructional module (19 pages) affords participant skills in effecting a transition from one activity to another with minimum disruption. Successful completion of pretest allows participant to bypass module. Each objective is listed with procedures and evaluation. An "Evaluator's Checklist" and "Checklist for Assignments, Activities, and Tests" are included.

EVALUATION: Pre- and posttests are included with examples of answers.

Part of Module Cluster: **Classroom Procedures**

■ ACHIEVING CLOSURE, Ronald E. Peake and Jeff A. Pyatte

DISTRIBUTOR: Panhandle LEVEL: All
COST: $.55 AUDIENCE: Tea.

OBJECTIVES: 1) List 3 major steps of closure and give 3 examples of ways to implement in classroom; 2) plan a demonstration lesson utilizing 3 steps implementing 3 or more techniques to achieve closure; and 3) teach planned lesson.

DESCRIPTION: This B-2 self-contained module (21 pages) assists participant in planning and implementing closure during and at conclusion of a lesson. Each objective is listed with procedures and evaluation. Module includes: a) sample lesson plan format, b) observation checklist, and c) rating scale. Although self-contained, module works best if two people "team" to act as evaluators for each other.

EVALUATION: Pencil and paper pre- and posttests with answer sheets are provided. Teaching is evaluated on "Observation Checklist" and "Rating Scale."

Part of Module Cluster: **Classroom Procedures**

■ ACTION RESEARCH FOR IMPROVING INSTRUCTION ,Tom Hill, Carl Spencer, and Robert Klabenes

DISTRIBUTOR: V.I.P. LEVEL: All
COST: $1.50 AUDIENCE: Tea., Adm., Sup.

OBJECTIVES: Apply concepts of action research to investigate an instructional practice being experimented with to help improve methods now being employed.

DESCRIPTION: This learning package (12 pages) develops an action research model. Each lesson develops one level of the model: 1) **Identification of Concern;** 2) **Formulating a Hypothesis,** 3) **Design for Implementing the Desirable Practice,** 4) **Plan for Collecting Data,** and 5) **Evaluating Results and Forming Conclusions.** Each lesson contains narrative study material and exercises.

■ ACTIVITY ORIENTED CLASSROOM

DISTRIBUTOR: Campbell LEVEL: E. Ch., Elem.
COST: $125.00 AUDIENCE:Tea.
RENTAL: $12.50/2 days

DESCRIPTION: This film is a documentary of one day in a first grade activity-oriented classroom. It reveals how the day is organized, how the children react, the role of the teacher, and what is meant by an activity-oriented classroom. The children seemingly pursue their own interests, decide what to do next, and work on their own. While the children do not sense they are in a structured situation, they work out their development according to a plan — the teacher's plan. 16mm/b&w/26 min.

■ ADDITION AND ITS PROPERTIES, National Council of Teachers of Mathematics

DISTRIBUTOR: UEVA LEVEL: Elem.
COST: $214.00 AUDIENCE: Tea., Par.

DESCRIPTION: This film assists teachers in coping with various concepts in the new mathematics. It shows the important difference between knowing the meaning of addition and merely knowing how to carry out the related computational process. Classroom scenes show addition developed through the use of sets, illustrating the commutative and associative properties of addition and the addition property of zero. 16mm/color/29 min.

Part of Series: **Mathematics for Elementary School Teachers**

■ ADDITION AND SUBTRACTION ALGORITHMS, National Council of Teachers of Mathematics

DISTRIBUTOR: UEVA LEVEL: Elem.
COST: $214.00 AUDIENCE: Tea., Par.

DESCRIPTION: This film assists teachers in developing concepts of the new mathematics. It introduces addition and subtraction algorithms based upon their properties and previously learned facts about our numeration system. It shows why children have a more valuable learning ex-

perience if they understand and apply basic mathematical principles to justify each step in these algorithms. 16mm/color/21 min.
Part of Series: **Mathematics for Elementary School Teachers**

ADDITION OF WHOLE NUMBERS

DISTRIBUTOR: Indiana MEDC LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Demonstrate materials appropriate for introducing and teaching addition at the primary level; 2) sequence activities for teaching addition; 3) devise methods for using both standard and nonstandard algorithms in a classroom setting; 4) become aware of differences at the same age-grade level in children with respect to conservation of number; 5) identify the kinds of errors made by pupils in addition examples; 6) prepare a sequence of activities which provide remedial treatment for a child experiencing difficulty in renaming (carrying) in addition; and 7) create open-ended real world problems involving addition.

DESCRIPTION: This module consists of a 30-page guide and a 56-page packet of worksheets. This module contains 8 sections: 1) **Introduction to the Unit on Addition of Whole Numbers,** 2) **Mathematical Concepts upon Which Addition Is Based,** 3) **Materials for Basic Addition Concepts at the Primary Level,** 4) **Content Sequence for Addition of Whole Numbers,** 5) **Standard and Nonstandard Addition Algorithms,** 6) **Psychological Consideration,** 7) **Diagnosis and Remediation in Addition,** and 8) **Verbal Addition Problems.** Learning activities include: a) viewing videotapes; b) reading suggested materials; c) surveying excerpts from elementary textbooks; d) completing worksheets; e) viewing slide presentation; f) preparing a 10-minute mini-lesson; g) participating in group work; and h) preparing learning activities. The worksheet packet contains: a) written tests, b) excerpts from elementary textbooks, and c) exercise sheets.

EVALUATION: A written content test (8 pages) is provided for administration during section 2. Criteria for evaluation and remediation are provided. Written self-tests are provided at intervals in the module. A revised edition of this module was developed during the summer, 1973.

Part of Series: **Mathematics Methods Program**

ADMINISTRATIVE PATTERNS FOR TODAY'S EDUCATION, Luvern L. Cunningham

DISTRIBUTOR: IDI LEVEL: All
COST: $47.95 AUDIENCE: Adm., Sup.

DESCRIPTION: This cassette series deals with the problems of training principals in our changing society. Luvern Cunningham lists many of these problems in detail and provides suggestions for ways to live with these changes. Equality of educational opportunity is focused upon for possible solutions to this very complex problem. Changes in professional development underscore the need to keep teachers up-to-date in meeting the challenge of new patterns in education. Finally, case studies are examined, and Dr. Cunningham looks ahead to the school of the future. The 6 cassette tapes present the following topics: 1) *The Principalship: Minimum Conditions for Survival,* 2) *Playing Principal in an Inner City School,* 3) *Role of the Principal in Community Relations Emphasis,* 4) *Equality of Educational Opportunity,* 5) *Three Approaches to In-Service: Case, Simulation and Games,* 6) *The School of the Future.* The set is contained in a vinyl album.

ADVANCED PERCEPTUAL SKILLS

DISTRIBUTOR: Thorne LEVEL: Elem., Mid.
COST: $108.00 AUDIENCE: Sp. Ed. Tea.

DESCRIPTION: This film describes and demonstrates one phase of functional teaching of the mentally handicapped. Experiences are provided to aid students in making decisions and drawing conclusions. The child learns to manipulate devices such as the slat box and electric maze which can be adjusted to his level of dexterity and can be altered to challenge his increasing skill. The film demonstrates the use of devices — the ferris wheel and jumping pig — which promote friendly competition among students and encourage rapid decision-making. Other devices — counting pans and number columns — teach quantitative relationships. While working with these devices, the child will develop working knowledge of words and numbers which will increase his ability to communicate. 16mm/color/9 min.
Part of Series: **Aids for Teaching the Mentally Retarded**

ADVANCED PRODUCTION TECHNIQUES

DISTRIBUTOR: Scott LEVEL: All
COST: Complete set/$14.00; AUDIENCE: Tea.
individual parts: filmstrip/$8.00, cassette/$6.00,
and student manuals/$2.00

OBJECTIVES: 1) Make a diazo projectual by exposing and developing diazo film; and 2) make a color lift.

DESCRIPTION: This sound/filmstrip set (51 frames/color) provides step-by-step instruction in 2 methods of producing colored projectuals — diazo and color lifts. The filmstrip/cassette presents an overview of the topics which are developed more completely in the illustrated student manual (80 pages). Topics covered include: 1) the diazo process, 2) color separation, 3) preparing, correcting, lettering, and opaquing the master, 4) producing masters from opaque paste-ups, 5) explanation of diazo film, 6) inexpensive methods of exposing and developing diazo film, and 7) color lift processes.
Part of Series: **Overhead Projection**

AIDES MAKE THE DIFFERENCE

DISTRIBUTOR: GSA LEVEL: All
COST: $39.50 AUDIENCE: Tea., Para.

DESCRIPTION: This film, produced by Vassar College, shows aides learning on the job and dealing with the hard problems teachers face. The film demonstrates that aides, teachers, and volunteers must learn to cooperate just as medical teams do. It also shows the great difference a trained aide makes in the program. The aide can cope with individual problems, act as a link between home and classroom, and enrich the program with his special abilities. 16mm/b&w/15 min.

ALICE — A HIGH SCHOOL JUNIOR

DISTRIBUTOR: Indiana LEVEL: High
COST: $110.00 AUDIENCE: Tea., Coun.
RENTAL: $5.25

DESCRIPTION: This film presents a candid view of an 11th-grade pupil in a number of school situations. It is not intended to illustrate teaching methods or techniques. The purpose is to provide individual behavioral data for observation and analysis. Alice is followed throughout a school day. Significant interludes are shown from each of her activities. 16mm/b&w/22 min.
Part of Series: **Four Students**

■ ALL IN A LIFETIME

DISTRIBUTOR: NEA-Sound LEVEL: All
COST: $35.00 AUDIENCE: All

DESCRIPTION: This film, narrated by Lowell Thomas, focuses on schools in Mansfield, Ohio. Residents of this typical American city reflect on the changes in their schools since the turn of the century. The theme of the film is that new schools are designed to help children learn, and they are planned for a new kind of teaching. Teachers and principals explain what they try to do and how they go about it. Students tell what they want from school, and citizens of the community express what they expect the schools to accomplish. The narrative is accompanied by pictures of classrooms and playground activities which demonstrate the wide variety of skills and abilities being used in today's schools. 16mm/b&w/29 min.

■ ALL MY BUTTONS

DISTRIBUTOR: Kansas LEVEL: High
COST: $240.00 AUDIENCE: All
RENTAL: $6.00/showing; $10.00/5 days

DESCRIPTION: This film illustrates a few contemporary problems associated with the "normalization" of developmentally disabled citizens. The film focuses on a day in the life of a young, retarded janitor and how he sees the world. It emphasizes the need for teaching social skills, as well as job skills. The film is interspersed with comments of various members of society expressing their attitudes toward the disabled. The narrator discusses possible solutions — behavior management programs and continuing education programs. (The film must be purchased from H & H Enterprises, Box 3342, Lawrence, Kansas 66044; it may be rented from the above distributor.) 16mm/color/28 min.

■ ALL THE SELF THERE IS

DISTRIBUTOR: NEA-AAHPER LEVEL: All
COST: $90.00 AUDIENCE: Tea.,
RENTAL: $15.00 Adm., Par.

DESCRIPTION: This film focuses on the new physical education which teaches lifetime sports by which the student can keep his body in good health in a pleasureable way. The film describes the program efforts to humanize physical education. Students are shown participating in a variety of activities: karate, track, gymnastics, dancing, tennis, bicycling, boating, skiing, swimming, grass hockey, and volleyball. The narrative points out the role of physical education in developing: 1) good body movement, 2) perceptual motor skills, 3) higher levels of learning, such as problem-solving skills, 4) health in adulthood, 5) skills in relaxation, and 6) a strong self-concept. 16mm/color/13-1/2 min.

■ AMERICAN ASSOCIATION OF ELEMENTARY-KINDERGARTEN-NURSERY EDUCATORS' AUDIOTAPE LIBRARY

DISTRIBUTOR: NEA-EKNE LEVEL: E. Ch., Elem.
COST: $6.00/each; $57.00/set AUDIENCE: Tea.

DESCRIPTION: This library contains 11 reel-to-reel or cassette tapes dealing with topics on nursery and elementary education. Tapes consist of: 1) **Personalizing Instruction** by Peggy Brogan; 2) **Day By Day Humanist in the Classroom** by Mildred Bebell; 3) **Don't Fence Me In (Opening and Individualizing Education)** by Robert Fleming; 4) **Developing Human Potential** by Jack Frymier; 5) **Language and Literature** by Bill Martin, Jr.; 6) **Family Life and Sex Education** by Helen Manley; 7) **Enhancing the Child's Feeling of Self** by Alice Kelehir; 8) **Creating a Physical Environment for Preschoolers** by Robert Gilstrap, 9) **Learning and Teaching: Where Are We?** by Dorris M. Lee; 10) **Illuminating the Lives of Children** by Leland Jacobs; and 11) **Continuity in Children's Learning** by Charlotte Garman.

■ ANATOMY OF A GROUP

DISTRIBUTOR: Indiana LEVEL: All
COST: $125.00 AUDIENCE: Tea.
RENTAL: $6.75

DESCRIPTION: This film explores the differences between a group and a collection of individuals. The structure of a group, the characteristic patterns and differences in individual participation, and the quality of communications among members are presented. It explores the operation and effect of group standards, group procedures, and the goals to be achieved during meetings. 16mm/b&w/30 min.
Part of Series: **Dynamics of Leadership**

■ ANIMATION

DISTRIBUTOR: McGraw-Hill Films LEVEL: All
COST: $195.00 AUDIENCE: Tea.
RENTAL: $17.50

DESCRIPTION: This film studies the use of animation in the classroom. The film explains that animation is the medium through which the imagination can roam freely, exploring color, collage, space, and rhythm. It proves to be an excellent educational tool because of its possibilities in a multi-media learning environment and because of the increasing student interest in filmmaking. The film shows students at the Horace Mann School planning an art production and the animation of a film for class use. It shows why and how film animation is used at school and explains such principles as planning the single-concept film, preparation of the photographic subject, and animation photography with the Oxberry animation stand. Techniques of instructional animation are also presented, including 16 excerpts from student-made animations. 16mm/color/15 min.

■ ANOTHER WAY TO LEARN

DISTRIBUTOR: EDC LEVEL: Elem.
COST: $65.00 AUDIENCE: Tea.
RENTAL: $10/3 days

DESCRIPTION: This film shows an attempt at introducing the English integrated day approach in a 1st grade class in Wellesley, Massachussets. The children are engaged in independent activities and are given responsibility. The teacher is shown giving unobtrusive support throughout. A related publication, *Approximation No. 1*, is available for $1.00. 16mm/b&w/12 min.

■ APPLICATION OF CAM TO DECISION-MAKING, William P. Gorth, Richard G. Allan, and Robert P. O'Reilly

DISTRIBUTOR: Massachusetts LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Sup., Adm.

OBJECTIVES: 1) Identify information useful in making decisions about groups or individuals; and 2) interpret student learning data.

DESCRIPTION: This 53-page module (SPPED-3000) instructs on the types of feedback and on the individual and group levels of decision-making involved in Comprehensive

Achievement Monitoring (CAM). The module is designed in a self-instructional format with narrative study sections followed by objective and practical exercises. Answers to the exercises are provided.

ARITHMETIC PROJECT

DISTRIBUTOR: EDC
LEVEL: Elem.
COST: Consult Distributor
AUDIENCE: Tea.

OBJECTIVES: Prepare an inservice course for teachers that will: 1) give ideas for teaching math; 2) give topics and problems to use with students; 3) show ways of creating problems; 4) give understanding of important math concepts; 5) build confidence in mathematical ability; and 6) help students develop skills in reasoning and computation.

DESCRIPTION: This in-service course is offered in either 10 or 20 sessions. Teachers meet for 1-1/2 hours once a week to watch a film of a classroom teacher and discuss the mathematics, pedagogy, and developing experiences. Between sessions the teacher prepares written lessons and tries new ideas with students. The school staff conducts course, leads discussions, and corrects assignments. An introductory workshop with film excerpt course booklets for 25 teachers, and full instructions for leaders is available for $40.

ARITHMETIC — TEACHING PRINCIPLES FOR ELEMENTARY CLASSROOM USE, George Brent

DISTRIBUTOR: Glass T.C.
LEVEL: Elem.
COST: Consult Distributor
AUDIENCE: Tea.

OBJECTIVES: Improve teaching abilities in arithmetic.

DESCRIPTION: This module cluster (13 pages) consists of 9 modules (ATP:001.01-.09): 1) **Arithmetic Resource Materials on Hand**; 2) **Long Term (4-6 Weeks) Arithmetic Objectives**; 3) **Short Term (Daily) Arithmetic Objectives**; 4) **Selection of Arithmetic Materials Consistent with Established Objectives**; 5) **Continuous Measurement of Pupil Progress in Arithmetic**; 6) **Arithmetic Resource Materials — Available Commercially**; 7) **Teaching Arithmetic I**; 8) **Teaching Arithmetic II**; and 9) **Teaching Arithmetic III**. Each module contains objectives, a preassessment, instructional activities, a postassessment, and remediation. Instructional activities include: a) consultations, b) readings, c) objective writing, d) seminars, and e) materials survey.

EVALUATION: Preassessment and postassessment criteria are outlined. Steps for remediation are provided.

ART FOR TEACHERS

DISTRIBUTOR: St. Scholastica
LEVEL: E. Ch., Elem.
COST: Consult Distributor
AUDIENCE: Tea.

OBJECTIVES: 1) Identify art productions as to the age level and maturity of the child who produced it; 2) develop skills of observing and seeing things in a new way; 3) develop an argument on the importance of art in the curriculum; and 4) motivate students to create expressive artwork.

DESCRIPTION: This module (15 pages) consists of a series of projects from which students select based on the grade desired. Projects included are: 1) **Recognizing the Art of Children, Ages 4-12**, 2) **Observing the World around Us**, 3) **Recognizing Characteristics of Children's Art, Ages 4-7**, 4) **Painting without Brushes**, 5) **Self-Portrait**, 6) **Writing Instructional Project (Art Contract — Art Motivation)**, 7) **Importance of the Teaching of Art in the Elementary Program**, 8) **Theme and Variation for the Teacher Candidate**, 9) **Using the Work of Master Artists with Children**, 10) **New Ways of Seeing — An Experience for the Teacher Candidate**, 11) **Print-Making**, 12) **New Ideas and/or Techniques**, 13) **Expressing Texture in Art**, 14) **New Ways of Seeing — Motivating the Child**, 15) **Theme and Variations — for the Child**. Required activities for a grade of "C" include: a) attend teacher-led presentations; b) read from suggested resources; c) classify artwork by ages of children; d) teach a lesson to an elementary class developing observation skills; e) design a display of children's art; f) create 5 paintings using other means than paintbrushes; g) create a 2- or 3- dimensional self-portrait; and h) develop a motivating idea and apply it with one child to develop an artistic expression of his feelings. Optional activities required for a grade of "A" or "B" include: a) develop a theme through art, words, and music; b) develop a lesson on an artist and his work, then present the lesson, taping it for instructor evaluation; c) create artwork using an unusual visual viewpoint; d) make 3 prints using different techniques; e) create 3 examples of expressing texture in art; and f) teach a group of children to look at ordinary things in a new way and get them to express it in art. Completion time: 1 semester.

EVALUATION: Criteria for evaluation are provided for each project and consist of instructor evaluation of artwork, teaching performance, and projects.

ART IN DEPTH

DISTRIBUTOR: IFB
LEVEL: Mid., High
COST: $15.00
AUDIENCE: Tea.

DESCRIPTION: Two silent color filmstrips, with a 12-page guide, outline a sequence of art experiences for middle-grade or secondary school art programs and offers a variety of challenges in a wide range of media. The series is designed to make adolescents aware of the possibilities and potential of art design and structure — including line, shape, value, color, pattern, texture, etc. (The filmstrips are based on material in *Art in Depth: A Qualitative Art Program for the Young Adolescent*, Wachowiak and Hodge, International Textbook Company, Scranton, Pa., 1971.) Part I (44 frames) shows drawing, painting, crayon engraving, tempera batik, and printmaking. Part II (40 frames) shows work with oil pastels, collages, plaster reliefs, ceramics, and sculpture.

ART OF TEACHING THE SOCIAL STUDIES

DISTRIBUTOR: Doane
LEVEL: Mid., High
COST: Consult Distributor
AUDIENCE: Tea.

OBJECTIVES: 1) Plan and present a social studies lesson based on materials found in the suggested social studies material reading list; 2) review and evaluate the separate history and social science texts in the Secondary Curriculum Laboratory; 3) research the pros and cons of the utilization of simulation games in the social studies classroom; 4) participate in a 1-day workshop on inquiry utilizing the Nat Turner materials; and 5) prepare a unit plan that gives attention to individual differences.

DESCRIPTION: This Depth Packet (12 pages) develops skills in inquiry teaching through specifically relating the skills to the social studies area. Learning experiences that develop each objective include: 1) discussing assigned readings — *What is History* (Carr), *Art of Discovery* (Bruner), *Teaching the New Social Studies* (Fenton), and *Creative Encounters in the Classroom* (Massialas and Zevin); 2) viewing film on inquiry teaching by Fenton; 3) surveying guides, *Social Studies Curriculum Materials* and *Educator's Guide to Free Social Studies Materials;* 4) reading from numerous assigned texts; 5) visiting the social studies curriculum center; 6) visiting a 6th or 8th grade class observing the teaching of *Man: A Course of Study*; 7) reading assigned how-to-do-it texts on skills in the social studies; and

8) microteaching lessons and videotaping them for evaluation. The module contains 1 enclosure (8 pages) — a reprint of the introduction to *Social Studies in the Secondary Schools: A Book of Readings* (Gardner & Johnson). Completion time: 60-80 hours.

EVALUATION: Preassessment is optional and consists of a conference with the instructor. Postassessment consists of instructor evaluation of student performance in discussions and microteaching. No criteria for evaluation are provided.

■ ASSESSING PROGRESS TOWARDS ACHIEVEMENT OF PERFORMANCE OBJECTIVES, W. Kalenius and R. F. Latta

DISTRIBUTOR: WWSC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Describe in writing the difference between criterion-referenced (C-R) and norm-referenced (N-R) tests; 2) list 2 uses for C-R and N-R tests; 3) identify the characteristics of C-R and N-R tests; and 4) given a stem objective and 6 possible test questions, identify those test questions which are appropriate for evaluating achievement towards the stem objective.

DESCRIPTION: This 27-page Learning Activity Package (LAP) #5 develops skills in: 1) distinguishing between N-R and C-R tests; 2) writing test questions which are appropriate for assessing achievement toward objectives; 3) writing C-R tests; and 4) (optional) establishing a matrix to show the relationships among tasks, objectives, test items, and materials. Narrative study material and practice exercises with answers are provided in the module. Results of the pretest and a prescription table route the participant through the module. Appendices include lists of materials for enrichment and application activities — constructing a C-R test to match objectives written in LAP #2, 3, and/or 4. Completion time: 2 hours.

EVALUATION: The pretest and posttest are required and provided. Answer keys, evaluative criteria, and steps for remediation are also included.

Part of Series: **PAL System**

■ AT YOUR FINGERTIPS SERIES, Peter Erick Winkler and Mary Anna Winkler

DISTRIBUTOR: ACI LEVEL: E. Ch., Elem.
COST: $130/indiv. films. AUDIENCE: Tea., Para.
$700/series

DESCRIPTION: This series consists of 6 films showing children making things out of familiar, easily obtained materials. The films do not develop step-by-step procedures, but suggest areas and methods of exploration and creativity. The films are: 1) **Boxes** shows things being made from household boxes; 2) **Cylinders** uses items such as oatmeal boxes, paper toweling rolls, and salt boxes; 3) **Floats** demonstrates problem-solving exercises on why things float; 4) **Grasses** identifies grasses and demonstrates various creative uses; 5) **Play Clay** shows how to make modeling clay, as well as ways to use and preserve it; and 6) **Sugar and Spice** uses a sugar mixture to create designs from pastry tubes. 16mm/color/10 min. each.

■ ATTENDING BEHAVIOR — SPECIFIC SKILLS FOR RELATING TO STUDENTS IN THE CLASSROOM, Shirley A. Purenton

DISTRIBUTOR: Florida LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) List and describe the 4 skills involved in attending behavior; and 2) given a 5-minute microteaching situation, demonstrate ability to exhibit attending behavior skills.

DESCRIPTION: This module (90 pages) provides opportunities for knowledge, practice, and the internalization of a particular human relations skill — attending behavior. The module involves completing self-instructional materials, scheduling some activities with other students and faculty, and scheduling field activities. A flowchart directs the participant through the module. Enabling activities include: 1) reading enclosures in the module; 2) viewing the videotapes on *Non-Verbal Communication, Eye Contact, Body Postures and Gestures*, and *Examples of Attending and Non-Attending Behavior*; 3) listening to casette on *Paraphrasing as a Basic Communication Skill, Recognizing Paraphrasing, Description of Feelings*, and *Body Posture and Gesture*, and 4) completing written and interaction exercises. Observation guides are are provided for each videotape and cassette tape.

EVALUATION: A diagnostic test and key is provided to route the user through the module. Self-checks are provided for each enabling activity. The preassessment and postassessment consists of written portions and demonstration of interaction with a group of pupils (videotape session for evaluation).

■ AUDIO-VISUAL EQUIPMENT, Cyndi King

DISTRIBUTOR: Milton College LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Work and function with audio-visual equipment and become familiar with teacher resources available in the Instructional Media Center.

DESCRIPTION: This UNIPAC (16 pages) is a self-instructional module containing printed instructions and drawings for operation of: 1) Kodak Carousel; 2) Sony Tape Recorder; 3) Bell and Howell Movie Projector; and 4) Overhead Projector.

EVALUATION: A check sheet for operation of equipment with date and signature of tester is provided. Module is now being field tested.

■ AUDITORIALLY HANDICAPPED CHILD: THE DEAF

DISTRIBUTOR: Indiana LEVEL: All
COST: $125.00 AUDIENCE: Tea.,
RENTAL: $6.75 Sp. Ed. Tea.

DESCRIPTION: This film discusses the special problems confronting the child who is deaf. Deafness is defined as the inability to hear speech. Many of the techniques used in teaching the deaf are shown. Filmed sequences point out characteristics of the deaf child and show how his capabilities are strengthened. The needs of the deaf child are essentially the same as those of the hearing child. Dr. Louis M. DeCarlo, Professor of Audiology and Speech Pathology at Syracuse University, is featured. 16mm/b&w/29 min.

Part of Series: **Exceptional Child**

■ AUTISM'S LONELY CHILDREN

DISTRIBUTOR: Indiana LEVEL: All
COST: $75.00 AUDIENCE: Tea., Par.,
RENTAL: $4.60 Sp. Ed. Tea.

DESCRIPTION: This film explains the work of Frank Hewett of UCLA as he attempts to teach individual autistic children to talk and identify objects for the first time. Dr. Hewett is shown working with a child and then attempting to transfer to the child's parents the techniques used successfully to evoke responses. The film discusses the possible effectiveness of the approach with other autistic children. 16mm/b&w/20 min.

B

■ BALANCING, Dorothy Welch

DISTRIBUTOR: EDC
LEVEL: Elem.
COST: $100.00
AUDIENCE: Tea.
RENTAL: $10/3 days

DESCRIPTION: This film was made by a science teacher in Hollis, New Hampshire, and shows a 5th and 6th grade class engaged in an Elementary Science Study (ESS) unit on *Balancing*. Students work individually in developing a central theme. While some make mobiles, others work with homemade equal-arm and pan balances and an array of improvished equipment. A related publication, ***An Interview with Dorothy Welch***, is available for $1.00. 16mm/color/silent/20 min.

■ BALLOONS: AGGRESSION AND DESTRUCTION GAMES

DISTRIBUTOR: NYU Film Lib.
LEVEL: E. Ch.
COST: $105.00
AUDIENCE: Tea.
RENTAL: $9.50

DESCRIPTION: This film demonstrates a projective technique for the study of aggression and destruction in young children. Two children, both between 4 and 5 years of age and from similar backgrounds, respond to a graduated series of opportunities and invitations to break balloons. Each child is shown under test conditions with the instructor. A one-way screen makes photography possible without the child's knowledge. After an introduction describing the procedure and its purposes, Marvin's rigid morality and strong resistance to his own destructive impulses are seen and heard in sharp contrast with Terry's easygoing, happy-go-lucky approach with its casual acceptance of destruction. 16mm/b&w/17 min.

■ BASIC CONCEPTS AND PRINCIPLES OF TEACHING, Hugh Baird and Brent Rich

DISTRIBUTOR: BYU-HS
LEVEL: All
COST: Consult Distributor
AUDIENCE: Tea.

OBJECTIVES: 1) Teach an inquiry lesson demonstrating preparation, teaching, and follow-up analysis; 2) prepare a case study using Reality Therapy; 3) write 3 educational objectives according to Mager's criteria in the affective, higher-than-lowest cognitive, and neuro-muscular domains; 4) write cognitive behavioral objective with list of essential student knowledge and a neuro-muscular objective with list of skills necessary; 5) write a behavioral objective and analyze concepts and skills to determine ability and working knowledge of learner; 6) write behavioral objective and related concept statements, causing learners to perceive referents of concepts, conceptualize, and apply them; 7) state 5 conceptualizing questions as convergent, divergent, and evaluative above lowest cognitive level; 8) teach a concept inductively; 9) prepare a concept lesson plan; 10) prepare neuro-muscular lesson plan in any subject area; 11) teach a single concept without oral communication; and 12) complete project related to teaching methods.

DESCRIPTION: This module (196 pages) presents these topics for developing the principles of teaching: 1) **Inquiry Teaching;** 2) **Reality Therapy;** 3) **Objectives;** 4) **Analysis of Objectives;** 5) **Preassessment;** 6) **Concept Learning Sequence;** 7) **Questions;** 8) **Inductive and Deductive Teaching;** 9) **Concept Lesson Plans;** 10) **Neuro-Muscular Lesson Plans;** 11) **Non-Oral Lesson Plans;** and 12) **Quest.** Each topic contains: a) behavioral objectives, b) concepts, c) preassessment, d) learning activities, and e) evaluation. Successful completion of preassessment allows intern to proceed to evaluation. Audiotapes are included for use with topics 1, 2, 6, 7, and 8.

EVALUATION: Each topic contains a preassessment and instructions for evaluation. A final "Course Evaluation Questionnaire" is also included.

■ BASIC COURSE IN SYNECTICS

DISTRIBUTOR: SES
LEVEL: All
COST: $50.00
AUDIENCE: All

DESCRIPTION: This text is the foundation of the synectics problem-solving technique for creative innovation. The 6 programmed units teach all the steps in synectic problem-solving. It emphasizes individual problem-solving, creative innovation in problem-solving, and communication. Completion time: 18 hours.

■ BASIC INTERACTION ANALYSIS TRAINING COURSE, Edmund J. Amidon

DISTRIBUTOR: APT
LEVEL: All
COST: $179.50 (reel or cassette)
AUDIENCE: Tea., Sup.

DESCRIPTION: This self-contained audiotape series is for improving teaching effectiveness through verbal interaction analysis. The series includes 17 audiotapes, *Leader's Guide*, and evaluation instruments. Useful in any size school district developing inservice training programs, it covers the significance of interaction analysis as a tool for improving teaching by: 1) learning basic categories, 2) observing and tallying procedures, 3) discerning teaching patterns, 4) plotting matrix analysis, and 5) noting patterns of skill sessions. Tapes include: 1) *Rationale for Learning;* 2) *Background of Interactional Analysis*; 3) *Basic Ten I.A. Categories*; 4) *Observation and Matrix Construction*; 5) *Patterns in the Classroom*; 6) *Matrix Analysis*; 7) *Planning for Classroom Observation*; 8) *Ground Rules for Observation*; 9) *Guides in Distinguishing Categories*; 10) *Typical I.A. Patterns*; 11) *Research on Teaching Effectiveness*; 12) *Discussion on Skill Sessions*; 13) *Research and Teacher Education*; 14) *I.A. in Supervision*; 15) *Questions about I.A.*; 16) *The Expanded I.A. System*; 17) *Test Tape*.

■ BASIC INTERPERSONAL RELATIONS, Jerome Berlin et al.

DISTRIBUTOR: IDI
LEVEL: All
COST: $25.00
AUDIENCE: All

DESCRIPTION: This series of programmed texts is designed to expand ability to live and work cooperatively and effectively with others. The texts are to be used in 5 sessions with groups of 4 to 7 people, age 16 and above. The 5 programmed texts direct participants through a series of interpersonal exercises, group discussions, and interaction activities. Instructions for use are included with texts. The series can be used in inservice groups of educators, as well as

with older students, school board members, and community groups. Completion time : 7-1/2 hours.
Part of Series: **Interpersonal Communications Program**

BASIC SECONDARY TEACHING TASKS: INCREASING STUDENT PARTICIPATION AND CREATING STUDENT INVOLVEMENT

DISTRIBUTOR: West Texas **LEVEL:** All
COST: Consult Distributor **AUDIENCE:** Tea.

OBJECTIVES: 1) Demonstrate understanding of theory developed in *Increasing Student Participation* and *Creating Student Involvement* packages with score of 70% on objective test; and 2) demonstrate ability to apply this theory by planning and teaching a 5-minute microsimulated lesson implementing one skill from each of two groups listed in module.

DESCRIPTION: I-PAC # 25 (16 pages) requires student to: 1) read selections from *Increasing Student Participation* (Allen) and *Creating Student Involvement* (Allen) and view the films: *Reinforcement, Silence and Nonverbal Cues, Cueing, Set Induction, Stimulus Variation*, and *Closure*; 2) take a self-test (included) with a part for each film; 3) plan and teach a 5-minute microsimulated lesson segment on a topic suitable for subject and grade level (guide included in module); and 4) observe a taped lesson and discuss evaluation guide.

EVALUATION: A checklist for experiences, date completed, and approval signature is included in module. Postassessment includes a score of 70% on *Increasing Student Participation* and *Creating Student Involvement Proficiency Assessment* and 70 points on a 100 point scale scored on each skill in a 5-minute teaching session.

BASKETBALL FOR INTERMEDIATE GRADES

DISTRIBUTOR: UEVA **LEVEL:** Mid.,High
COST: $220.00 **AUDIENCE:** Tea.

DESCRIPTION: This film demonstrates how to teach a unit of basketball to children. It offers a variety of instructional techniques for physical education teachers. It poses many examples of both correct and incorrect skill development. 16mm/color/27 min.

BASKETBALL: GAME COACHING

DISTRIBUTOR: McGraw-Hill Films **LEVEL:** Mid., High
COST: $250.00 **AUDIENCE:** Tea.
RENTAL: $12.50

DESCRIPTION: "Red" Auerbach describes in this film the ways in which a coach uses the hours of practice on plays and the hours of conditioning exercises to the best advantage in a championship game. The importance of the psychological peak, pre-game drill, pre-game meeting, and half-time meeting are discussed. Proper use of substitutes is illustrated. Emphasis is placed on every game being a learning experience for the coach and the players. 16mm/color/19 min.

BASKETBALL: PRE-SEASON COACHING

DISTRIBUTOR: McGraw-Hill Films **LEVEL:** All
COST: $275.00 **AUDIENCE:** Tea.
RENTAL: $12.50

DESCRIPTION: This film presents techniques and suggestions for basketball coaches in selecting a team, conditioning a team, and bringing members of the team to that psychological peak before the first game of the season. The importance of that extra bit of effort is demonstrated. The ways in which a coach can utilize the strengths of the players who came out for the team are shown. The effective use of the team captain is demonstrated, and special emphasis is given to the role of the "little man" in basketball. 16mm/color/21 min.

BASSETT, TINKER, IVES, AND PARK

DISTRIBUTOR: NASSP **LEVEL:** Mid., High
COST: $15.00 **AUDIENCE:** Tea., Adm.

DESCRIPTION: This filmstrip (200 frames/color/30 min.) portrays a successful induction program as it might be carried out in any junior or senior high school. The filmstrip is accompanied by two 33-1/3 rpm records with audible cues and an operator's guide.

BATTLING BROOK PRIMARY SCHOOL: FOUR DAYS IN SEPTEMBER, Henry Felt

DISTRIBUTOR: EDC **LEVEL:** E. Ch.
COST: $115.00 **AUDIENCE:** Tea., Adm.
RENTAL: $15/3 days

DESCRIPTION: Battling Brook Primary in Leicestershire, England, is designed as an open education facility. This film shows how two teachers handle a class of 86 students during beginning-school-year activities. Most of the film focuses on children of ages 7-1/2 to 11 years; however, some attention is given to the preschool group, 5-7 years. A copy of *Battling Brook Primary* is provided with the film. 16mm/b&w/23 min.

BEGINNING NUMBER CONCEPTS, National Council of Teachers of Mathematics

DISTRIBUTOR: UEVA **LEVEL:** Elem.
COST: $214.00 **AUDIENCE:** Tea., Par.

DESCRIPTION: This film introduces basic number concepts, providing teachers with a foundation for a meaningful approach to the new mathematics. It explains the significance of sets, matching, number, order, and counting. Actual classroom scenes illustrate structured experiences for students, so that these ideas take on a deeper meaning. 16mm/color/30 min.
Part of Series: **Mathematics for Elementary School Teachers**

BEHAVIOR GAME

DISTRIBUTOR: IFB **LEVEL:** All
COST: $150.00 **AUDIENCE:** All
RENTAL: $12.50

DESCRIPTION: This film defines behavior and demonstrates its importance as to how one reacts to others. By focusing on bank personnel, the film shows how people form impressions through one's voice, actions, and appearance. The emphasis is on personalization. 16mm/color/8 min.

BEHAVIOR MODIFICATION: TEACHING LANGUAGE TO PSYCHOTIC CHILDREN, O. Ivar Lovaas

DISTRIBUTOR: ACC **LEVEL:** All
COST: $500.00 **AUDIENCE:** Sp.Ed.Tea., Sp. Ther.
RENTAL: $42.20/1 day

DESCRIPTION: This film demonstrates the use of reinforcement and stimulus-fading techniques in the teaching of speech to psychotics. The film begins with a portrayal of the behavior of these children previous to training; such psychotic phenomenon as bizarre echolalic speech, self destruction, and withdrawal are shown. Frequent use of graphs and charts illustrate the progress of the children, as attendants and doctors establish: 1) cessation of psychotic behavior, 2) eye to eye contact, 3) frequency of vocalization, 4) imitative speech (sounds), 5) imitative speech (words), 6) comprehension, 7) expression, 8) labeling, 9) acquisition of pronouns, 10) concept of time, 11) ability to answer questions, and 12) spontaneous speech. 16mm/color/42 min.

■ BEHAVIOR THEORY IN PRACTICE, Ellen Reese

DISTRIBUTOR: ACC LEVEL: All
COST: $843.60/set; $253.10/each reel AUDIENCE: Tea., Coun.
RENTAL: $63.25/set; $18.75/each reel

DESCRIPTION: This set of 4 films describes basic research in Skinnerian behavior theory and extends these findings outside the laboratory. The films represent a number of species and covers areas of introductory psychology, experimental psychology, psychology of learning, and educational psychology. Topics covered in the reels are: *Reel 1* — respondent behavior, operant behavior, operant conditioning, and extinction; *Reel 2* — schedules of reinforcement, shaping various operants, and programmed instruction; *Reel 3* — generalization, discrimination, measurement of sensory capacities, motivation, reinforcement, punishment, and intracranial self-stimulation; and *Reel 4* — sequences of behavior, homogeneous chains, heterogeneous chains, and multiple stimulus control. 16mm/color/20 min. each.

■ BEHAVIOR THERAPY WITH AN AUTISTIC CHILD

DISTRIBUTOR: Nat. Med. Ctr. LEVEL: E.Ch., Elem.
COST: Consult Districutor AUDIENCE: Sp. Ed. Tea

DESCRIPTION: This film (MIS-895) demonstrates a technique for producing noticeable behavior changes in a 5-year-old autistic child during 1 therapeutic session through the systematic application of reinforcement in the form of candy for obedience and responsive behavior. 16mm/b&w/42 min.

■ BEHAVIORAL ANALYSIS CLASSROOM

DISTRIBUTOR: Kansas LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea., Par., Sp. Ed. Tea.

DESCRIPTION: The film briefly explains the philosophy behind behavioral analysis. It demonstrates how tokens are used and what benefits are derived from implementing behavioral analysis and token reinforcement in public school classes. Parents from the community supplement the regular teaching force, so that children get more individual attention to specific problem areas. 16mm/color/20 min.

■ BEHAVIORAL APPROACH TO TEACHING, Hugh Baird et al.

DISTRIBUTOR: Kendall/Hunt LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Microteach lessons illustrating: a) inquiry approach, b) questioning skills, and c) development of a single concept; 2) use principles of Reality Therapy with another person; 3) write and classify objectives; 4) prepare 2 preliminary lesson plans; 5) plan and teach a lesson developing 1 psychomotor skill; and 6) write a definition of teaching.

DESCRIPTION: This course booklet covers 15 topics: 1) **Inquiry Teaching**, 2) **Teacher-Pupil Relations — Role-Playing**, 3) **Teacher-Pupil Relations — Case Study**, 4) **Behavioral Objectives**, 5) **Analysis of Objectives — Cognitive**, 6) **Analysis of Objectives — Psychomotor**, 7) **Concept Learning Sequence**, 8) **Non-Oral Teaching**, 9) **Asking Questions**, 10) **Preassessment**, 11) **Planning Concept Lessons**, 12) **Teaching Psychomotor Lessons**, 13) **Studio Microteaching**, 14) **Quest**, and 15) **Concept of Teaching**. Each topic is developed with: a) an introduction, b) behavioral objectives, c) ideas to be learned, d) preassessment, e) learning activities and reading materials, and f) evaluation forms. Activities include: microteaching, reading and analyzing lesson scripts, reading enclosed articles, audiotaping conferences, discussing topics, completing programmed exercises, and designing evaluation instruments. Bibliographies are provided for some topics.

EVALUATION: Each topic has evaluation forms and grading sheets. Also included is an evaluative questionnaire for the entire course.

■ BEHAVIORAL OBJECTIVES, Ronald Hering

DISTRIBUTOR: Midwest LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Write and identify behavioral objectives for a teaching lesson in participant's major area which will include: a) observable behavior, b) conditions, and c) performance standards for individual students.

DESCRIPTION: This UNIPAC (19 pages) provides instruction on the following topics: 1) **Reasons Why We Have Behavioral Objectives**, **2) Basic Objections to Behavioral Objectives**, and 3) **Behavior — Conditions — Performance Standards**. Participant views 2 Vimcet filmstrips — *Educational Objectives* and *Establishing Performance Standards* — completing worksheets which accompany the filmstrips (provided in module with answers). A list of supplementary activities are provided.

EVALUATION: Two self-tests are provided in the module; answer sheets are provided with performance criteria. Progress on self-tests routes participant through the module. Final evaluation is by instructor with criteria covered in a posttest.

■ BEING

DISTRIBUTOR: ACI LEVEL: Mid., High
COST: Consult Distributor AUDIENCE: Coun., Tea.

DESCRIPTION: This film provides insight into the feelings, needs and aspirations of the physically handicapped. It focuses on David, an adolescent who cannot walk, as he reacts to the pity and impatience of the world around him. Similarities and differences between the handicapped and "normal" individuals are shown as David makes friends with Kate, a healthy adolescent girl; they discuss their struggles, needs, and ambitions. 16mm/color/21 min.

■ BEING ME

DISTRIBUTOR: U. of Calif. EMC LEVEL: Elem., Mid.
COST: $75.00 AUDIENCE: Tea.
RENTAL: $8.00

DESCRIPTION: This film documents a creative dance class of nine black and white girls, aged 8 to 13, conducted by Hilda Mullin at the Pasadena Art Museum. Spontaneous movements — evolved in a series of explorations — reveal the dancers' total physical, mental, and emotional involvement. No formal instruction is given, and no attempt is made to elicit stylized movements. Each child follows her own body rhythm, not one that is superimposed. Ms. Mullin believes that movement forms the matrix from which the child organizes and experiences herself, and this medium gives the child an ability to integrate her experience as she grows. 16mm/b&w/13 min.

■ BETTER BULLETIN BOARDS

DISTRIBUTOR: Indiana LEVEL: All
COST: $100/color; $50/b&w AUDIENCE: Tea.
RENTAL: $5.50/color; $4.00/b&w

DESCRIPTION: This film presents many kinds of bulletin boards — how they are constructed and how they can be used. Boards are shown made of wallboard, cork, metal, screen, ropes, and peg boards. The use of golf tees, hangers, and strings on peg boards are demonstrated. Pictures and objects are attached with thumbtacks, pins, special wax, and holders. Animated portions of the film show the proper placement of display materials and discuss the better utilization of bulletin boards in attracting the viewer. The film is also available in a Spanish language version. 16mm/color and b&w/13 min.
Part of Series: **Preparation of Audio-Visual Materials**

■ BIG CLASSROOM

DISTRIBUTOR: NEA-Sound LEVEL: All
COST: $75/color; $35/b&w AUDIENCE: Tea.

DESCRIPTION: This film demonstrates how teacher travel enhances classroom learning. The film follows an NEA-sponsored teacher trip to Europe, showing how they learn as they go. The film then follows one of the teachers back into the classroom, as she turns her trip into a teaching tool. 16mm/color & b&w/29 min.

■ BILINGUAL EDUCATION: A NEEDS ASSESSMENT CASE STUDY/ IMPLEMENTING COMPETENCY-BASED EDUCATIONAL PROGRAMS AT SOUTHERN UNIVERSITY, Fernando Domiquez and James Fortenberry

DISTRIBUTOR: T. C. Assoc. LEVEL: All
COST: Consult Distributor AUDIENCE: Adm., Sup.

DESCRIPTION: This booklet (18 pages) contains two papers which deal with the iniating of a competency-based teacher education (CBTE) program. The first paper, **Bi-Lingual Education: A Needs Assessment Case Study** (12 pages), describes the development of a questionnarie to use in a needs assessment for teachers in a bilingual setting. It includes assessment results from one school district. The second paper, **Implementing Competency-Based Educational Programs at Southern University** (6 pages), is a case study of the transitional problems involved in shifting an entire university (Southern University in Louisiana) to a competency-based approach to education.
Part No. 5 of Series: **Resources for CBTE**

■ BLACK AND WHITE: UPTIGHT

DISTRIBUTOR: BFA LEVEL: Mid., High
COST: $420.00 AUDIENCE: All
RENTAL: $35

DESCRIPTION: This film presents a picture of minority groups and their strong feelings about their position in modern American society. The issues of prejudice and discrimination are viewed open-endedly, so that the viewer is challenged to decide how such human relations might be improved. 16mm/color/35 min.

■ BLACK ANGER

DISTRIBUTOR: IDI LEVEL: Mid., High
COST: $350.00 AUDIENCE: Tea., Adm., Coun.

DESCRIPTION: In this documentary presentation, a group of black Americans and Spanish-speaking Americans tell about their successes, failures, hopes, and disappointments in the "white" world. The feelings of hostility and hopelessness generated by ghetto life are openly revealed. Two versions of the film are available — one with the normal profanity of everyday life and one without the profanity. 16mm/color/30 min.

■ BLACK EXCELLENCE, Omar K. Moore

DISTRIBUTOR: INTER/COM LEVEL: Elem., E. Ch.
COST: $200.00 AUDIENCE: Tea.
RENTAL: $30/wk.

DESCRIPTION: This documentary shows what can be done in the inner-city ghetto to achieve academic excellence. The film begins with the 1968 riots in Pittsburgh's Hill District and moves to Omar Moore's Clarifying Environments Program. Moore's program uses modern educational technology and understanding to educate young black students. Pre-school and elementary school children are shown engaged in discussing black history, typing, and running various office machines. 16mm/color/11 min.

■ BLACK HISTORY: LOST, STOLEN, OR STRAYED

DISTRIBUTOR: BFA LEVEL: Mid., High
COST: $575.00 AUDIENCE: Tea., Coun.
RENTAL: $35/3 days

DESCRIPTION: Narrated by Bill Cosby, this film recalls the great contributions Black Americans have made to the growth of society. Many of these facts of history are little-known or forgotten. The philosophy of the film is that a sense of history helps place problems in perspective and builds pride in accomplishments. 16mm/color/54 min.

■ BODY IMAGE

DISTRIBUTOR: Sterling LEVEL: E. Ch., Elem.
COST: $165.00 AUDIENCE: Sp. Ed. Tea.

DESCRIPTION: This film demonstrates various special education techniques for inventive teaching of laterality, directionality, location of body parts, and language development. The film consists of five segments: 1) Toy Soldier — Back, 2) Toy Soldier — Front, 3) Puppet Play, and 4) Balloon Faces (Part I and II). Each segment demonstrates the game in detail, and the accompanying narrative explains areas of skill development and procedures for using the game. The film may be used in the classroom with follow-up development by the teacher. 16mm/color/12 min.

■ BONES, Dorothy Welch

DISTRIBUTOR: EDC LEVEL: Elem.
COST: $100.00 AUDIENCE: Tea.
RENTAL: $10/3 days

DESCRIPTION: This film was made by a science teacher in Hollis, New Hampshire, and shows 5th and 6th grade students engaged in activities based on the Elementary Science Study (ESS) unit on *Bones*. The children are shown assembling skeletons of chickens, racoons, and a horse. They also make a replica of a human skeleton out of wire, string, and other classroom supplies. A related publication, *An Interview with Dorothy Welch*, is available for $1.00. 16mm/color/silent/18 min.

■ BRANCHED, PROGRAMMED MODULES ON FIELD REVIEW AND FIELD TEST OF INSTRUCTIONAL MATERIALS,
Alice Abbott

DISTRIBUTOR: Panhandle LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Facilitate review and/or field test processes and assist in completing Florida Center for Teacher Training Materials (FCTTM) evaluative instruments.

DESCRIPTION: This module (55 pages) is separated into two sections with performance objectives for each. **Field Review Process** contains information on: 1) selecting a module, 2) location of mini-center for materials, 3) review reports and a posttest. **Field Test** section provides a common frame of reference and definitions for completing FCTTM Field Test Report.

EVALUATION: No preassessment available. Pencil-and-paper posttest for each section is included. Module is being revised in fall of 1973.

■ BRIDGE TO THE FUTURE

DISTRIBUTOR: Muskegon LEVEL: High
COST: $157.00 AUDIENCE: Tea.,Adm., Par.,Sp.Ed.Tea.

DESCRIPTION: This film shows the basic need for a secondary education program for the educable, mentally handicapped — those working at 1/2 to 3/4 of normal efficiency in the classroom. It focuses on 2 boys — one who has the advantage of a good program and one who does not. The film outlines the guidelines for developing such a program: 1) recognizing the need for a special program; 2) making available concrete learning experiences for children unable to handle abstract concepts; 3) arranging cooperative services among teachers; 4) providing understanding at home, as well as at school; and 5) providing programs for practical work experience, with aptitude tests, part time work-study, and full-time employment placement. All aspects of programming, counseling, staffing, and overall philosophy are covered. Emphasis is given to drop-out problems in school systems where there is no specific program or in situations where the program is inadequate. 16mm/color/25 min.

■ BRIDGING THE GAP

DISTRIBUTOR: NSPRA LEVEL: Elem.
COST: Consult Distributor AUDIENCE: All

DESCRIPTION: This filmstrip with accompanying kit serves as a public relations tools for elementary principals and school staffs. The kit develops communication between the schools and parents, as well as between the school and the community. *Film title is subject to change.*

■ BROKEN BRIDGE

DISTRIBUTOR: Time/Life LEVEL: All
COST: $400.00 AUDIENCE: Tea., Par.,
RENTAL: $40.00 Sp. Ed. Tea.

DESCRIPTION: This film, made during actual therapy sessions over a period of six months, shows the remarkable methods used by American therapist, Irene Kassoria, to restore communication between autistic children and the outside world. To penetrate the walls of fantasy which imprison them and block articulate speech, Dr. Kassoria uses three simple steps: 1) she teaches the child to imitate and repeat over and over again the words she uses; 2) she teaches the child to answer simple questions; and 3) she teaches the child to ask questions. Under her care these children — who could not previously be reached — react, produce relevant words, and even frame sentences. 16mm/color/35 min.

■ BROTHERS AND TEACHERS

DISTRIBUTOR: NYU Film Lib. LEVEL: All
COST: $135.00 AUDIENCE: Tea., Adm.
RENTAL: $9.50

DESCRIPTION: This film shows what happens when 40 boys from disadvantaged areas join with the same number from a college preparatory school in an attempt to bridge the cultural gap that exists between them. The immediate objectives are to give help in school work through remedial tutoring and to set the stage through sports and conversation for a sharing of ideas and values. Although the film outlines the objectives, organizations, and operations of this educational and social service project, its principal intention is to convey to students, teachers, and administrators what it is like to be part of such a project and what kind of experiences and responses are to be anticipated. 16mm/b&w/14 min.

■ BUCKLESBURY FARM

DISTRIBUTOR: Time/Life LEVEL: Elem.
COST: $250/indiv. films; AUDIENCE: Tea.
$1,600/series
RENTAL: $30/indiv. film; $250/series

DESCRIPTION: This film is helpful for a teacher who wants to introduce new, freer teaching methods into a traditional classroom at an early stage. A Bristol school is shown six weeks after the beginning of a term where an experienced teacher is introducing practical science and math. The children visit a farm, conduct experiments in leverage, collect plants and fossils, and smell fauna for later study in the classroom. They also watch chickens hatching from the classroom incubator. 16mm/b&w/30 min.
Part of Series: **Expanding Classroom**

■ BUILDING BRIDGES TO THE FUTURE

DISTRIBUTOR: NEA-AECT LEVEL: All
COST: Approx. $6.00 AUDIENCE: Lib., Sup., Adm.

DESCRIPTION: This filmstrip (84 frames) with accompanying 33-1/3 rpm record reports on the Philadelphia Action Library — a learning center developed in a special branch of the public library. The library was created to meet the special needs of the inner city and establishes a new concept in library utilization that emphasizes cooperation with city agencies. Special features of the library include a paraprofessional training program, black history room, special education room, reading development room, and in-house programs.

■ BUILDING COMMUNITY SUPPORT FOR THE MUSIC PROGRAM

DISTRIBUTOR: NEA-MENC LEVEL: All
COST: $10.00 AUDIENCE: Tea., Music Sp.

DESCRIPTION: This kit develops a group dynamics workshop for 18 to 40 participants to develop an effective public relations program between music educators, the public, and other educational personnel. The kit consists of a reel-to-reel tape and a *Leader's Manual* (31 pages). The tape consists of a 10-minute group leader briefing and a 45-minute guidance narrative for the workshop. The *Leader's Manual* consists of the tape text, tips for the leader, diagrams of room arrangements, and masters for handouts and poster designs.

The workshop is developed in 3 parts: 1) **Sharing Images and Cross Perceptions** in which participants assume roles of music educators, superintendents, principals, PTA members, newspaper editors, and school board members; 2) **Problem Analysis Through Role-Playing** in which sub-groups attempt to solve a public relations problem; and 3) **Building Community Support** in which sub-groups focus on ways to prevent the problem in Part 2. Completion time: 5 hours.

C

■ CABLE FOR THE VOICELESS

DISTRIBUTOR: NEA-Publ. LEVEL: All
COST: $9.00 AUDIENCE: All

DESCRIPTION: This cassette tape presents Tony Brown's speech at the 1972 Public-Cable Seminar in Washington, D.C. He charges that "cable is passing the minority people by" at a time when it could become a powerful device to serve minority needs.

■ CABLE TV: THE GIANT IS AWAKE

DISTRIBUTOR: NEA-Publ. LEVEL: All
COST: Consult Distributor AUDIENCE: All

DESCRIPTION: This multimedia package is designed for creating awareness and involvement of the local community through the community's teachers, schools, and the institution of cable television. The package contains filmstrips and related printed matter.

■ CAMPHILL SCHOOL

DISTRIBUTOR: Time/Life LEVEL: All
COST: $500.00 AUDIENCE: Tea., Sp. Ed. Tea.
RENTAL: $45.00

DESCRIPTION: This film shows the Camphill School in Aberdeen, Scotland. Here at a boarding school, 200 mentally handicapped and emotionally disturbed children are observed helping each other. An autistic girl so withdrawn that communication hardly exists responds to a spastic child who is completely dependent on others. A deaf and psychotic boy, paralyzed on the left side and almost blind, is undressed and washed at bedtime by another deaf, psychotic boy. The Camphill Movement, founded in 1939 by Dr. Carl Konig and a small group of refugees from Vienna, is now worldwide with schools and villages in many countries where the basic humanity of handicapped people is recognized and developed. 16mm/color/35 min.

■ CARL ROGERS ON TAPE, Carl Rogers

DISTRIBUTOR: IDI LEVEL: All
COST: $59.50 AUDIENCE: All

DESCRIPTION: This cassette series presents 5 lectures by Carl Rogers, including live interaction with his audience. In the lectures, some of mankind's most basic concerns are considered. The following topics are covered in the 5 cassette-lectures: 1) *Counseling as I See It*, 2) *To Be That Basic Self Which One Truly Is*, 3) *Some Elements for Effective Interpersonal Communication*, 4) *The Basic Encounter Group and Its Process*, and 5) *Paul Tillich and Carl Rogers: A Dialogue*. The set consists of the 5 cassettes and 5 transcripts.
Part of Series: **Interpersonal Communications Program**

■ CAUSES OF MENTAL RETARDATION, Joe Reed et al.

DISTRIBUTOR: IUPUI-T.C. LEVEL: All
COST: Consult Distributor AUDIENCE: Sp. Ed. Tea.

OBJECTIVES: List and explain 2 causes of mental retardation in these stages: neonatal, pre-natal, post-natal, and peri-natal.

DESCRIPTION: This module (1 page) assumes that a knowledge of causes of mental retardation will contribute to the ability to develop an educational program for the child and to counsel parents and community on preventive measures for some factors. Module contains preassessment, learning activities, and postassessment.

EVALUATION: Pre- and postassessment are the same.

■ CEREBRAL PALSIED CHILD

DISTRIBUTOR: Indiana LEVEL: All
COST: $125.00 AUDIENCE: Tea., Par., Sp. Ed. Tea.
RENTAL: $6.75

DESCRIPTION: This film discusses the special and dynamic problems faced by the child with cerebral palsy. Physical disability, psychological problems, mental sub-normality, and the great number of clinical types add to the complexity of the affliction. Filmed sequences show the physical characteristics of the three major classifications of cerebral palsy and dramatizes the problems faced by many parents of these children. The importance of cooperative teamwork by psychologists, physicians, therapists, social workers, teachers, and parents is stressed to achieve satisfactory adjustment for cerebral palsied children. Dr. William M. Cruickshank, Professor of Education and Psychology at Syracuse University, is featured. 16mm/b&w/29 min.
Part of Series: **Exceptional Child**

■ CHALKBOARD, PART I

DISTRIBUTOR: McGraw-Hill Films LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

DESCRIPTION: This color filmstrip develops the potential of the chalkboard for quick illustration and spontaneous use. This filmstrip presents the various ways in which the chalkboard can be used as a valuable teaching aid. It shows how to make the chalkboard visually alive with color and through interesting arrangements. It also explains lettering techniques and the use of templates.
Part of Series: **Teaching with Visual Materials**

■ CHALKBOARD, PART II

DISTRIBUTOR: McGraw-Hill Films LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

DESCRIPTION: This color filmstrip suggests an imaginative approach to the use of the chalkboard. By making frequent changes in chalkboard techniques, and by aiming for the unusual, prolonged attention of the student can be developed. Methods for transferring illustrations to the chalkboard, arousing interest, sketching, and cartooning are included in this filmstrip. It also explains how to make a magnetic chalkboard.
Part of Series: **Teaching with Visual Materials**

CHALLENGE OF CHANGE

DISTRIBUTOR: INTER/COM LEVEL: All
COST: $175.00 AUDIENCE: All, Lib.
RENTAL: $30/wk.

DESCRIPTION: This film traces the changes in the world of communication: the growing areas of information accumulation, processing, and storage handled in new computer-aided systems; the library as the center of mass communication data-storage networks; and the librarian as a key member of the team that brings information to the individual. 16mm/color/19 min.

CHANCE TO LEARN

DISTRIBUTOR: NBC LEVEL: All
COST: Consult Distributor AUDIENCE: All

DESCRIPTION: This film documentary examines the learning breakdown in the inter city schools. Harry Reasoner, the narrator, examines the new black determination to gain local control of their education. Comments of black parents, black students, and the teachers evidence the antagonism growing in the ghetto schools. Educational specialists present both sides of the proposed decentralization in the school system. The film examines aspects of Project Unique, a program instituted in Rochester, New York which provides preschool motivation and introduces the latest technology in the classroom, as well as motivates the public to get involved in education. 16mm/color/22 min.

CHANCE TO LEARN

DISTRIBUTOR: NEA-Sound LEVEL: All
COST: $35.00 AUDIENCE: All

DESCRIPTION: This film shows schools throughout the country as it outlines the needs of education which the Elementary and Secondary Education Act of 1965 is designed to meet. The film opens and closes with President Johnson's comment on the legislation. Sequences show the environments from which some American children go to school: miner's shacks in Appalachia, slums in Chicago and Baltimore, oil fields and ranges in Oklahoma, and bayous of Louisiana. Often their school environment is little better — trailers, church basements, armories, warehouses, and 1-room schools. A large portion of the film is devoted to interpreting how the Act is providing better physical facilities, more teachers, more counselors, psychologists, early admission projects, and better libraries. 16mm/b&w/29 min.

CHANGEOVER

DISTRIBUTOR: Time/Life LEVEL: Elem.
COST: $250/indiv. films; AUDIENCE: Tea.
$2,000/series
RENTAL: $30/indiv. films; $250/series

DESCRIPTION: This film shows how a traditional school can be reorganized, so that the teacher has more freedom to move about and make suggestions to fit individual needs. One example shows a group of children given a specific problem which involves the use of knowledge and skills they are beginning to acquire. They should be able to solve the problem on their own. They work out their solution away from the rest of the class. The next day, a different group goes off to work out its problem, and so on, until independent activity is established. Later, the classroom is arranged as a center of activity where some children read, others write, model, or do mathematics. The film also shows a method of record-keeping to keep track of each child's progress. 16mm/b&w/30 min.

Part of Series: **Discovery and Experience**

CHANGING POLITICS OF EDUCATION: LOCAL, STATE AND FEDERAL, Michael D. Usdan

DISTRIBUTOR: IDI LEVEL: All
COST: $39.95 AUDIENCE: Tea., Adm.

DESCRIPTION: This cassette series explains what has happened and what is happening in educational politics in the United States. Michael Usdan — the lecturer — discusses local, state, and federal politics as they relate to education and offers some projections for the future. The series consists of 5 cassette-lectures covering the following topics: 1) *Education and Politics: Definitions, Myths, and Realities*; 2) *The Federal Government: A New and More Dynamic Role* (Parts I, II & III); 3) *The States: Reluctant Linkages in the Federal Systems* (Parts I, II & III), and 4) *Local Boards of Education: Bastions of Democracy or Anachronisms* (Parts I & II). The set is contained in a vinyl album.

CHECKING UP

DISTRIBUTOR: Time/Life LEVEL: Elem., Mid.
COST: $250/indiv. films; AUDIENCE: Tea.
$1,000/series
RENTAL: $30/indiv. films; $125/series

DESCRIPTION: In this film the teacher of new mathematics must measure progress in a considerably different way from the traditional attainment test. Here it is done through individual check-ups on each child through record books or diaries that note advances or problems, sudden displays of insight, interest, and effort. This helps the teacher know with some precision if the student has grasped the concept of number, the concept of set, and if help is needed to develop these, as well as other basic ideas. 16mm/b&w/30 min.

Part of Series: **Children and Mathematics**

CHICANO

DISTRIBUTOR: BFA LEVEL: Mid., High
COST: $315.00 AUDIENCE: Tea., Coun.
RENTAL: $25/wk

DESCRIPTION: This film traces the role Mexican- Americans have played in American history. It documents important contributions, as well as presents their struggles for recognition in modern society. 16mm/color/23 min.

CHILD CARE AND DEVELOPMENT, Set 2

DISTRIBUTOR: McGraw-Hill Films LEVEL: E.Ch., Elem.
AUDIENCE: Tea.
COST: $54/set w/record; $59/set w/cassette; $8.50/indiv. filmstrips; $6.00/indiv. records; $7.00/indiv. cassettes

OBJECTIVES: 1) Become familiar with different stages of mental development in children; 2) develop understanding of how children learn skills; and 3) design activities that stimulate intellectual development.

DESCRIPTION: This set contains 4 filmstrips (58-66 frames/6 min. each) with accompanying cassettes or records and filmstrip guides. These sound/filmstrips discuss some of the intellectual and emotional needs of children and offers suggestions as to how they can best be met. The 4 sound/filmstrips are: 1) *Intellectual Development of Children* which describes recognizable symptoms of readiness and outlines activities that stimulate development; 2) *Discipline and Punishment* shows various discipline sets, accentuating loving attention; 3) *Influence on Children* surveys different types of neighborhoods and the role of adults in preparing children to cope with many places, people, and situations; and 4) *Anxieties of Children* shows typical family situations that might create stress in a child.

■ CHILD DEVELOPMENT WITH IMPLICATIONS FOR WORKING WITH DISADVANTAGED CHILDREN AND THEIR FAMILIES, Mae E. Armster

DISTRIBUTOR: Georgia LEVEL: E. Ch., Elem.
COST: $.60 AUDIENCE: Tea., Coun.

OBJECTIVES: 1) Develop knowledge of: a) the developing child from birth to adulthood; b) the effects of cultural deprivation; and c) some factors of learning; 2) identify learning behaviors utilizing a specific observation system; and 3) plan and implement appropriate learning experiences which reflect empathy and concern for the disadvantaged child.

DESCRIPTION: This module cluster (20 pages) contains 5 modules: 1) **The Developing Child — Birth to Adulthood** (5 pages), 2) **The Effects of Cultural Deprivation on the Developing Child and the Early Adolescent** (6 pages), 3) **Some Factors of Learning** (6 pages), 4) **Identification of Learning Behaviors Utilizing a Specific System** (4 pages), and 5) **Planning and Implementing Appropriate Learning Experiences** (6 pages). Enabling activities are provided for each module. Activities include: a) reading suggested materials (lists provided in module); b) viewing films; c) discussing specific topics; d) preparing lists; e) observing and recording behavior of children; f) writing papers; g) completing practical exercises; h) micro-teaching; and i) observing in classroom.

EVALUATION: If required, preassessment criteria are established. Postassessment varies: conferences, peer-teaching, and preparation of papers.

■ CHILD EXPERTS

DISTRIBUTOR: Time/Life LEVEL: E. Ch.
COST: $350.00 AUDIENCE: Tea.
RENTAL: $40.00

DESCRIPTION: This film, made in Britain, maintains that the way a child is brought up depends on the social class of his parents. Class begins to affect a child by 6 months of age. By the age of 5, a middle class child is substantially ahead of the working class child, and there is little evidence that school redresses the imbalance. Five experts give their views about bringing up normal children from birth until five. The question is raised whether this means radical innovations in the educational system. 16mm/b&w/40 min.

■ CHILD READS

DISTRIBUTOR: GPNITL LEVEL: Elem.
RENTAL: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Individualize the reading instruction program; and 2) use a wide variety of instructional methods, suiting them to the needs of the individual students.

DESCRIPTION: This videotape series is designed to help teachers understand the teaching and learning process. The course focuses on the needs of the individual child and familiarizes the teacher with a wide variety of currently available instructional methods, demonstrating their uses in typical classroom situations. John R. Pescosolido, director of the Reading-Language Arts Center, narrates the series. The series is available as videotapes or video-cassettes. The series consists of the following 15 courses, each 30 min/b&w: 1)*Nature of Reading*, 2) *Factors That Affect Reading*, 3) *Problems That Inhibit or Delay Learning*, 4) *Classroom Diagnosis*, 5) *Individual Diagnosis*, 6) *Classroom Organization*, 7) *Individualized Reading*, 8) *Reading Readiness* 9) *Directed Reading Lesson*, 10) *Extending the Basic Program*, 11) *Phonics and Augmented Alphabets*, 12) *Linguistics*, 13) *Technology and Reading Instruction*, 14) *Study Skills*, and 15) *Children's Literature*. A guide, *A Child Reads*, is available for $.55.

■ CHILD WENT FORTH

DISTRIBUTOR: Am. Inst. Arch. LEVEL: All
COST: $75.00 (Sale only) AUDIENCE: Tea., Adm., Coun.

DESCRIPTION: This film studies how city schools can destroy or uplift children. First it presents the city school problem through interviews with school drop-outs and presentation of scenes photographed in actual classrooms. Then through sequences filmed in Cleveland, Baltimore, New Haven, New York, and Berkeley, the film presents a series of possible solutions such as: early childhood programs, field trips, progressive physical facilities, innovative teaching techniques, and more money. (For loan, contact: Modern Talking Picture Service, 2323 New Hyde Park Rd., New Hyde Park, LI, New York 11045.) 16mm/color/28 min.

■ CHILDREN AND COLOR

DISTRIBUTOR: Campus LEVEL: E. Ch.
COST: $350.00 AUDIENCE: Tea.
RENTAL: Consult Distributor

DESCRIPTION: This film focuses on how preschool children can experience the varying color nuances of nature and how they can work with a richer color scheme. The film offers many tips for innovative work with colors among children. The film was produced in Sweden by Mrs. Kaj Stockhaus-Lundblad in cooperation with the Child-Psychological Institute. 16mm/color/22 min.

■ CHILDREN ARE PEOPLE

DISTRIBUTOR: Agathon LEVEL: Elem.
COST: $450.00 AUDIENCE: Tea.
RENTAL: $45/day; $30/additional days

DESCRIPTION: This film records the day-to-day activities of children aged 5 to 11 working with each other and their teachers in informally organized English primary schools. The mode of learning is the integrated day — the open classroom. Emphasis is on family grouping — children of different ages in the same class. Scenes in urban and rural schools and in buildings both old and new demonstrate the range of possibilities. 16mm/color/42 min.

■ CHILDREN DANCE

DISTRIBUTOR: U. of Calif. EMC LEVEL: E. Ch., Elem.
COST: $85.00 AUDIENCE: Tea.
RENTAL: $8.00

DESCRIPTION: This film is an extension of a pilot program designed to make dance an integral part of the total school curriculum. Boys and girls from kindergarten through third grade explore space, force, and imagery to produce dance improvisations which express feelings, moods, and ideas. Filming was done during regularly scheduled dance times at inner city and suburban classrooms in metropolitan Washington, D.C. There was no special preparation as the intent was to capture the spontaneity of each experience as it unfolded. 16mm/b&w/14 min.

■ CHILDREN OF THE SILENT NIGHT

DISTRIBUTOR: Campbell LEVEL: All
COST: $210.00 AUDIENCE: Tea., Sp. Ed. Tea.
RENTAL: Free Loan

DESCRIPTION: This film is a documentary showing how deaf-blind children are learning to talk, to know the world around them, and to become educated. The film covers the meaning of being both blind and deaf and the specific techniques that are used in building speech. It is filmed at the Perkins School for the Blind at Watertown, Massachusetts. 16mm/color/27 min.

■ CHILDREN WITHOUT

DISTRIBUTOR: NEA-Sound
LEVEL: Elem., E. Ch.
COST: $35.00
AUDIENCE: Tea.

DESCRIPTION: This film documents the desperate conditions under which children of the inner city grow up. It reveals the problems involved and suggests some remedies. These children are ill-fed, ill-clothed, and unable to take advantage of their state schooling. The film was shot in a school where the children get the extra care which will enable them to catch up with more fortunate contemporaries through the care of teachers. 16mm/b&w/29 min.

■ CHILDREN WITHOUT WORDS

DISTRIBUTOR: Time/Life
LEVEL: All
COST: $400.00
AUDIENCE: Tea.
RENTAL: $40.00

DESCRIPTION: This film explores the subject of the seemingly inexplicable phenomenon of children who are unable to comprehend language. For a number of children, the written word is meaningless and they find it impossible to decipher words or numbers. In other cases, speech has no significance and they react to the spoken word as if they were listening to some alien tongue. Yet these are apparently normal, bright, perceptive children. This film sheds new light on the problems facing these children and shows methods being used to teach them how to participate in a highly literate society. 16mm/color/40 min.

■ CHILDREN'S CONCEPTS

DISTRIBUTOR: Time/Life
LEVEL: Elem.
COST: $250/indiv. films;
$1,600/series
AUDIENCE: Tea.
RENTAL: $30/indiv. films; $250/series

DESCRIPTION: This film reconstructs some of Piaget's experiments demonstrating some of the limitations of children's conceptual thinking. The experiments are conducted by Frank Jowitt, Head of Crudwell Primary School in Willshire. 16mm/b&w/30 min.
Part of Series: **Expanding Classroom**

■ CHOOSING COURSE CURRICULUM, Richard G. Allan, Robert P. O'Reilly, and William P. Gorth

DISTRIBUTOR: Massachusetts
LEVEL: All
COST: Consult Distributor
AUDIENCE: Tea., Adm., Sup.

OBJECTIVES: 1) Given an objective, an instructional mode, and a list of materials, select the most appropriate materials for the objective; 2) given a list of materials to be used for an objective, code the materials to the objective; 3) select correct procedures for setting up a resources library; and 4) select appropriate alternative materials for a given objective.

DESCRIPTION: This 23-page module (SPPED-24-10) teaches procedures in selecting materials that will teach the behaviors required by course objectives. Two sources will be used in conjunction with the module: *Stating Behavioral Objectives for Classroom Instruction* (Gronlund) and *Instructional System Development* (Air Force Manual 50-2). Narrative material is also provided in the module. Exercises with accompanying answers are provided in the module.

■ CHOOSING TO LEARN

DISTRIBUTOR: EDC
LEVEL: Elem.
COST: $260.00
AUDIENCE: Tea.
RENTAL: $20/3 days

DESCRIPTION: This film was made at the World of Inquiry School, a Title III experimental public elementary school in Rochester, New York. The children come from a variety of racial and economic backgrounds. The key component in the school's educational design is that every child is free to decide what and when he will learn, and to move at his own rate. The film shows children making their own learning decisions while working closely and informally with teachers and with one another. A related publication, *The ESS Reader*, is available for $2.00.

■ CHRONIC DISORDERS

DISTRIBUTOR: Indiana
LEVEL: All
COST: $125.00
AUDIENCE: Tea., Par., Sp. Ed. Tea.
RENTAL: $6.75

DESCRIPTION: This film discusses the special problems confronting the child with a chronic disorder, such as hemophilia. Various types of chronic disorders are explained, as well as the social and emotional growth that is complicated by these chronic illnesses. Separation from parents and school, plus the medical treatment used, often brings on serious psychological problems. The importance of a wholesome relationship between the ill child and his parents is stressed. Examples of some educational training for these children are shown and illustrated by filmed sequences. Featured is Dr. William M. Cruickshank, Professor of Education and Psychology of Syracuse University. 16mm/b&w/29 min.
Part of Series: **Exceptional Child**

■ CIRCLE OF LOVE

DISTRIBUTOR: McGraw-Hill Films
LEVEL: All
COST: $350.00
AUDIENCE: All
RENTAL: $18.00

DESCRIPTION: The film focuses on the problems of our world becoming crowded and impersonal — problems that are seriously affecting the ability of people to communicate and relate to one another. The purpose of the film is to reveal the methods and problems of a small group as its members undergo an exercise designed to help them create a better interpersonal relationship. Walter Cronkite narrates the film, following a session of an encounter group on a college campus. 16mm/color/25 min.

■ CITY AS A TEACHER, Robert F. Dehaan

DISTRIBUTOR: NETCHE
LEVEL: Mid., High
RENTAL: $20.00
AUDIENCE: All

DESCRIPTION: In this videotape presentation, Robert Dehaan defines the city and discusses the program of Great Lakes College Association where students engage in a laboratory experience studying the city of Philadelphia for a semester. The specific ways that a city acts as a teacher are described, and the 3 concepts of conceptualizing the city — ecological approach, dynamic approach, and use of images — are presented. The presentation is available on 1 inch and 1/2 inch color videotapes.

■ CITY INFANTS

DISTRIBUTOR: Time/Life
LEVEL: Elem.
COST: $250/indiv. films;
$2,000/series
AUDIENCE: Tea.
RENTAL: $30/indiv. films; $250/series

DESCRIPTION: This film deals with the problems of the teacher in overcrowded urban schools. The point of the film is that the "freer" activity methods advocated for elementary schools need not be restricted to schools in more affluent neighborhoods. Situations are shown in which imaginative teachers have expanded coatrooms and corridors and used washbasins for painting and water-play. A staggered admissions system makes more time available for interviewing — thus enabling children and parents to get to know the teacher as someone who links home with school. 16mm/b&w/30 min.
Part of Series: **Discovery and Experience**

■ CLASS AS A GROUP, Rodney A. Clark

DISTRIBUTOR: APT — LEVEL: All
COST: $7.80/cassette; $8.50/reel — AUDIENCE: Tea., Sup.

DESCRIPTION: By classifying homogeneous grouping by ability as usually damaging to students, this tape encourages teachers to utilize the natural organization that takes place in the classroom to enhance the learning environment. Group patterns are characterized as "halo," "task oriented," and "friendship." The influence of the "in-group" on the total climate is explored, as is the effects on rejected and isolated class members, and 5 types of leadership functions.

■ CLASSIFICATION

DISTRIBUTOR: Sterling — LEVEL: E. Ch., Elem.
COST: $170.00 — AUDIENCE: Tea.

DESCRIPTION: This film shows children at several developmental stages responding to tasks which highlight a mental operation essential to classification, such as multiple classification, class inclusion, and hierarchial classification. 16mm/color/17 min.
Part of Series: **Piaget's Developmental Theory**

■ CLASSIFICATION OF OBJECTIVES, Richard G. Allan, Robert P. O'Reilly, and William P. Gorth

DISTRIBUTOR: Massachussets — LEVEL: All
COST: Consult Distributor — AUDIENCE: Tea., Sup., Adm.

OBJECTIVES: 1) Given descriptive statements pertaining to objectives, identify true statements pertaining to classification by grade level and content; and 2) given objectives, classify according to extent of action description.

DESCRIPTION: This 21-page module (SPPED-1200) presents some elementary classifiers that can be used to help organize objectives. The module consists of a narrative study section, "Mathematics Objectives Content Classification System." Following each narrative section are exercises to be completed using the narrative. Answers to exercises are provided.

■ CLASSROOM MANAGEMENT FOR READING INSTRUCTION, George E. Mason

DISTRIBUTOR: Georgia — LEVEL: E. Ch., Elem.
COST: $.40 — AUDIENCE: Tea.

OBJECTIVES: 1) Choose and implement an effective system of organization in a classroom for reading instruction; 2) issue clear directions; 3) prevent student misbehavior; and 4) involve students in various activities which are educational, yet require little direct teacher supervision.

DESCRIPTION: This module (8 pages) develops understanding of the various aspects of matching classroom management to the reading needs of the students. Optional and required learning activities are provided. Learning activities include: 1) attending a set of lecture-discussions, 2) viewing and/or listening to kinescopes, *Organizing for Effective Reading Instruction I and II*, and audiotape, *Classroom Management;* 3) reading from *Foundations of Reading Instruction* (Betts), *Guiding Growth in Reading* (McKim & Caskey), *Reading Process* (Zentz), and *Reading in the Elementary School* (Spache & Spache); and 4) writing 1-page descriptions of at least 1 set of programmed materials for teaching reading (list of materials is provided).

EVALUATION: A pretest is required and successful completion exits the participant from the module. An objective posttest is also required but is not provided.

■ CLASSROOM MANAGEMENT STRATEGIES

DISTRIBUTOR: M.S.U. — LEVEL: All
COST: Consult Distributor — AUDIENCE: Tea.

OBJECTIVES: 1) Identify desirable surface behaviors; 2) identify problematic classroom behaviors that require intervention; 3) describe 14 intervention strategies from list; 4) demonstrate ability to secure school policies and practices regarding behavior; 5) select appropriate intervention strategies; 6) demonstrate implementation of intervention strategies; 7) construct implements to assess motivation, attitudes, class structure, student-student, and student-teacher relationships; 8) gather data on individual students; 9) analyze data for causes of problem behavior; 10) identify long-range management techniques; and 11) demonstrate use of these techniques.

DESCRIPTION: This module (14 pages) focuses on the skills necessary for the teacher to intervene in undesirable behavior and to diagnose undesirable long-term behavior patterns. Preassessment and a flowchart direct participant through module. A list of instructional activities is listed for small group or independent study. A bibliography of related materials is included. Supplementary materials include: 1) definition of terms; 2) preassessment observation sheet; 3) activity sheets; 4) open-ended classroom situations; 5) description of diagnostic tools; and 6) checklist for intervention strategies.

EVALUATION: Preassessment is optional. Final evaluation steps are included and require instructor observation and conference. Module materials will be revised at end of first year.

■ COMMON SENSE AND THE NEW MATHEMATICS

DISTRIBUTOR: Time/Life — LEVEL: Elem., Mid.
COST: $250/indiv. films; $1,000/series — AUDIENCE: Tea.
RENTAL: $30/indiv. films; $125/series

DESCRIPTION: In this film children participating in the Nuffield Mathematics Teaching Project in England are observed making sets, finding subsets, and learning to look for characteristics for the purpose of classification. In one sequence, children are sorted according to their footwear — each subset is given a different colored square of paper. Punched cards are used to create fun and interest and help the student in the transition from the concrete to the abstract in the study of sets and logic. 16mm/b&w/30 min.
Part of Series: **Children and Mathematics**

■ COMMUNICATING IDEAS THROUGH LANGUAGE

DISTRIBUTOR: SRMCD LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Para.

DESCRIPTION: This videotape emphasizes the development of all linguistic skills for the deaf child: aural-oral, read-written, visual-auditory, and speechread-heard. Different methodological approaches are demonstrated, varying from the highly formal to a natural approach and pinpointing the relationship between growing linguistic performance and cognitive skills. Part I focuses on the young deaf child, prior to age 2. Part II moves into the adolescent years with speechread and auditory inputs supplemented by fingerspelling. Emphasis in these later years by use of the Fitzgerald Key is on semantic and grammatical structure, including complex sentence patterns and long passages. 2 parts/50 min. total. (Order No. IE-3)

■ COMMUNICATION CHALLENGES OF THE PRINCIPALSHIP

DISTRIBUTOR: NSPRA LEVEL: All
COST: $12.00 AUDIENCE: Adm.

DESCRIPTION: This cassette-presentation (60 min.) tells how school principals and communication specialists are finding new approaches and techniques to match the new management requirements for communications with students, staff, news media, and the public. A communication aide and a principal tell about building a comprehensive communication program at their school. Building administrators and communication executives tell how planning and teamwork pay off in handling school emergencies and disruptions. Actual programs of student communication and planned involvement are described.

Part of Series: **Communication Development**

■ COMMUNICATION EDUCATION, Barbara Lieb-Brilhart

DISTRIBUTOR: NETCHE LEVEL: All
RENTAL: $20.00 AUDIENCE: All

DESCRIPTION: This videotape presentation discusses the definition of communication and the processes, skills, and activities being emphasized in communication education programs. The presentation includes: 1) demonstrations illustrating breakdowns in the dyadic communication situation; 2) principles of effective communication; 3) the 4 styles of communicating; and 4) the principles of one-to-many communications. Topics discussed include: a) intrapersonal communication, b) interpersonal communication, c) historical relationships, d) problem-solving groups, e) enlightment groups, and f) task groups. The presentations are available on 1 inch and 1/2 inch color videotapes.

■ COMMUNICATION SKILLS AND DECISION-MAKING PROCEDURES IN AN INTERCULTURAL SETTING, James R. Hale and R. Allan Spanjer

DISTRIBUTOR: NREL LEVEL: All
COST: Consult Distributor AUDIENCE: All

OBJECTIVES: 1) Identify incongruencies between intention and effect which may cause intra- and intercultural miscommunication; 2) demonstrate interpersonal communication skills such as paraphrasing, perception checking, describing behavior, describing feelings, and giving other freeing responses; 3) use principles of group process as a means to assessing effective group interaction; 4) apply guidelines for giving and receiving feedback to his experiences; 5) identify processes of behavior change including compliance, identification, and internalization; 6) chart an exemplary model for the decision-making structure of the organization in which he works; and 7) analyze and design an action plan for implementing a proposal related to 1 or more organizational problems.

DESCRIPTION: This program (99 pages) contains all material required for a 5-day workshop on communication skills and decision-making including group process, behavior change, leadership patterns, and problem-solving techniques. The program is designed for a basic group of 3-36 participants (multiples of 3). The booklet contains study materials, handout sheets, instructor's guide, format guide, and simulation guides. The instructional format provides for input on the content, small and large group discussions, and various learning activities (skill sessions and exercises) to help the participants apply the concepts presented in the program. Completion time: 30 hours.

EVALUATION: "Daily Reaction and Feedback Forms" are provided and are to be completed at the end of each workshop day. A "Self-Evaluation Form" is provided to measure the participant's achievement of criteria established in the objectives.

■ COMMUNICATION STRATEGIES FOR TOP SCHOOL ADMINISTRATORS

DISTRIBUTOR: NSPRA LEVEL: All
COST: $12.00 AUDIENCE: Adm., Sup.

DESCRIPTION: This 60-minute cassette presentation describes the function of communication as a success factor in school administration. It tells how the superintendent or chief executive determines his strategy for communicating through the management structure of the school district. It covers: the role of the superintendent, the role of the school board, the basic communication program, student communications, staff communications, community groups, minority group communications, state and federal relations, accountability communications, and handling crisis.

Part of Series: **Communications Development**

■ COMMUNITY AND THE EXCEPTIONAL CHILD: SUMMARY

DISTRIBUTOR: Indiana LEVEL: All
COST: $125.00 AUDIENCE: Tea., Adm.,
RENTAL: $6.75 Sp. Ed. Tea.

DESCRIPTION: This film examines the role of the community in helping the exceptional child achieve the maximum in his potentiality. Dr. G. Orville Johnson discusses the many agencies in the community which contribute to their growth and development. The many and varied types of exceptional children with their specific problems are reviewed. Dr. William A. Cruickshank discusses the common problems faced by the parents, the school, and the community-at-large in fulfilling their responsibility to these children. 16mm/b&w/29 min.

Part of Series: **Exceptional Child**

■ COMMUNITY PRESSURE POINTS IN AMERICAN SCHOOLS, Luvern L. Cunningham

DISTRIBUTOR: IDI LEVEL: All
COST: $47.95 AUDIENCE: Tea., Para.

DESCRIPTION: The need for participation of both professional and lay leadership in the school community is discussed by Luvern Cunningham. He describes recommended forms of participation by students, citizens and professionals to bring the total school society together. The concept of the ombudsman is developed as related to the field of education. Decentralization and the general issues of education across the country is closely related to citizen participation and is fully discussed in this series. The middle school or junior high school and its impact on the American educational process is also discussed in detail. Dr. Cunningham emphasizes the added strength this educational organizational unit contributes and analyzes the usefulness of the junior high school within the total school system's goals and purposes. In the 6 cassette tapes, the following topics are presented: 1) *New Forms of Citizen Participation*, 2) *Citizen Participation in the Ombudsman*, 3) *Decentralization: With Rav Nystran*, 4) *Decentralization: Criteria for Designing Educational Government*, and 5) *Schools for Early Adolescents, Parts I & II*. This set is contained in a vinyl album.

■ COMPARING CURRICULA, William Capie

DISTRIBUTOR: Georgia LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Describe and distinguish between various science programs; and 2) describe one's philosophy of science teaching and cite examples of programs and/or activities which fit it.

DESCRIPTION: This module (5 pages) evaluates 3 new science curricular programs — Elementary Science Study (ESS), Science Curriculum Improvement Study (SCIS), and Science- A Process Approach (S-APA). A flowchart directs the participant through the module. Learning activities include: 1) viewing Far West Regional Lab's slide/tape presentations titled *SCIS*, *S-APA*, and *ESS*; 2) examining a teacher's guide for each program; and 3) completing "Curriculum Information Chart" (provided in module) on these 3 programs.

EVALUATION: This module is currently being revised for winter quarter, 1973.

Part of Series: **Teaching Elementary Science: A Modular Approach**

■ COMPETENCIES ESSENTIAL FOR DIAGNOSING READING DIFFICULTIES, David Blount

DISTRIBUTOR: T.C. Assoc. LEVEL: Elem., E. Ch.
COST: Consult Distributor AUDIENCE: Tea.

DESCRIPTION: This booklet (36 pages) provides a list of competencies which may be used in designing training modules for interns, teachers, or reading specialists. Emphasis is given to consistent diagnosis of reading problems based on formal and informal procedures. The paper includes discussions on the purpose, interpretations, and use of the competencies, as well as the list of competencies (first second, and third order statements). A bibliography (1 page) is provided.

Part No. 6 of Series: **Resources of CBTE**

■ COMPETENCIES FOR A HOPI RESERVATION TEACHER: HOPI BACKGROUND COMPETENCIES FOR TEACHERS, Milo Kalectaca

DISTRIBUTOR: T.C. Assoc. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Discuss the Hopi village and tribal government, community and service agencies, history, value system, religion, and education.

DESCRIPTION: This module cluster (33 pages) is designed to develop competencies that train teachers in the basics of Hopi history and culture. The cluster contains 5 modules: 1) **Community Description**, 2) **Community History**, 3) **Community Value System**, 4) **Community Religion**, and 5) **Community Education**. Instructional activities include: a) reading assigned materials; b) visiting service agencies; c) viewing assigned filmstrips; d) attending seminars; and e) interviewing tribal chairman and village leaders. Enclosures in the cluster include: "Descriptive Information on the Service Agencies" (2 pages), "Hopi Community Value System — A Description" (2 pages), "BIA Indian Education" (2 pages), and an "Appendix of Suggested Resources" (2 pages). Flowcharts direct the participant through the module.

EVALUATION: Each module provides criteria for both preassessment and postassessment. Means of evaluation vary — written papers, instructor-interviews, or written tests. Where written tests are required, they are included in the module.

Part No. 7 of Series: **Resources for CBTE**

■ COMPETENCY-BASED EDUCATION, Thomas Nagel and Paul Richman

DISTRIBUTOR: C.S.U.-San Diego LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Give correct response to illustrations of philosophy and practice of competency-based programs on grading, failure, standards, prerequisites, intelligence, achievement, time, and objectives; 2) list sequentially 6 characteristics of a module; 3) determine program as traditional, criterion-referenced, or competency-based; 4) design formal and informal preassessment for an objective; 5) construct item test to measure an objective; 6) identify measurement operations, devices, and situations as appropriate for criterion-referenced or norm-referenced; and 7) develop competency-based, self-instructional modules for teaching a unit.

DESCRIPTION: This module cluster (30 pages) provides experience in identifying and analyzing the characteristics of a competency-based program and in developing modules. The cluster contains 3 modules: 1) **Competency-Based Education**; 2) **Evaluation Procedures in Competency-Based Programs**; and 3) **Writing Modules for Use with School Children.** Each module contains: a) a checklist, b) pre- and postassessments, c) a list of instructional alternatives, and d) an evaluation form for participants. Completion time: 1) 3 hours; 2) 3 hours; 3) unknown.

EVALUATION: Pencil-and-paper pre- and postassessment forms are provided for the first 2 modules. For third module, an approved, previously-written module allows participant to bypass the module. Postassessment entails judgment of module by instructor.

■ COMPETENCY-BASED TEACHER EDUCATION, Gil Shearron

DISTRIBUTOR: AACT LEVEL: All
COST: Consult Distributor AUDIENCE: Sup., Adm.

DESCRIPTION: This slide-tape presentation provides an overview of what is being done in the competency-based teacher education programs. Special references and illustrations are made to the University of Georgia.

■ COMPONENTS OF MEASUREABLE OBJECTIVES, W. Kalenius and R. Latta

DISTRIBUTOR: WWSC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Adm., Sup.

OBJECTIVES: Given a list of 10 statements: 1) correctly identify those stated behaviorally; 2) identify those containing observable behavior; 3) identify the performance part of the objective; 4) identify the extent of performance required; and 5) identify the criteria required.

DESCRIPTION: This 48-page Learning Activity Package (LAP) #2 contains an in-depth presentation of performance objectives. The module consists of 3 sections: 1) **Objectives and Performance Objectives**, 2) **Characteristics of Performance Objectives**, and 3) **Recognizing Performance Objectives.** Each section contains discussion sections with accompanying exercises (answers provided). A flowchart and results on the pretest route the user though the module. Appendices provide enrichment and application exercises as well as information on "Instructional Objectives Exchange (10X)." Completion time: 1-2 hours.

EVALUATION: A self-graded posttest and pretest are required and provided in the module with answer keys. Criteria for evaluation are provided.

Part of Series: **PAL System**

COMPREHENSION SKILLS, Robert Chester et al.

DISTRIBUTOR: Georgia LEVEL: All
COST: $.40 AUDIENCE: Tea.

OBJECTIVES: 1) Answer objective questions about comprehension skills; 2) prepare lesson to teach 5 types of comprehension skills; 3) trace development of one comprehension skill in 3 basal reading series; 4) teach 2 types of comprehension skills.

DESCRIPTION: This module (12 pages) develops knowledge and understanding of comprehension skills and the ability to teach them effectively to children. Seven levels of comprehension skills are listed containing factual and inferential or critical skills for each. Alternative learning routes include: 1) using 3 kinescopes with listening guides (not in module); 2) reading *Teaching Comprehension Skills* and answering questions in booklet (not provided); and 3) attending 4 hours of workshop. Required additional exercises: 1) studying mimeographed set of exercises on comprehension skills (not provided); 2) preparing one exercise to teach each of 5 types of comprehension skills; 3) using two comprehension skills to teach a child or fellow student; and 4) comparing sequencing of one comprehension skill in 3 series of basal readers. Module contains list of suggested selected readings.

EVALUATION: No preassessment is provided. Postassessment includes objective tests, prepared exercises, and observation of teaching. Tests and exercises not provided in module.

CONCENTRATION AND REASONING

DISTRIBUTOR: Sterling LEVEL: E. Ch., Elem.
COST: $165.00 AUDIENCE: Sp. Ed. Tea.

DESCRIPTION: This film demonstrates adaptations of the common games — the shell game, tic-tac-toe, and "which hand holds the button" — for special education classes. The film is divided into 5 segments: 1) Ballgame (using 3 cups), 2) Ballgame (using 4 cups), 3) Tic-Tac-Toe (Introduction), 4) Frankenstein and Dracula Play Tic-Tac-Toe, and 5) Button, Button. The film outlines methods of presenting each game and developing its complexity in order to develop skills in reasoning, concentration, and visual perception. The film may be used as introductory material in the classroom with follow-up activities by the teacher. 16mm/color/13 min.

CONCEPT OF BEHAVIORAL OBJECTIVES, Richard G. Allan, Robert P. O'Reilly, and William P. Gorth

DISTRIBUTOR: Massachussets LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Adm., Sup.

OBJECTIVES: Given a list of behavioral and non-behavioral statements: 1) discriminate between them; and 2) identify: a) the statements describing behavior, b) the conditions, and c) the level of performance.

DESCRIPTION: This 11-page module (SPPED-0400) is developed on the adjunct format. The participant will read from *Preparing Instructional Objectives* (Mager) and *Writing Behavioral Objectives and Criterion Tests* (Allan). The participant will then complete accompanying exercises provided in the module; answers to the exercises are also provided. Optional reading assignments are included.

EVALUATION: Criterion-referenced test is required and consists of the test included in the text by Allan.

CONCERN

DISTRIBUTOR: NEA-AECT LEVEL: All
RENTAL: $15/3 days prepaid AUDIENCE: All

DESCRIPTION: This film features Bill Cosby as he talks about the educational process and educational technology. He discusses today's educational problems and urges everyone to work toward solutions, although no specific solution is selected. The film bridges the gap between student and teacher. It reinforces the urgency of utilizing media and technology toward the expansion of individual perception.

CONSERVATION

DISTRIBUTOR: Sterling LEVEL: Elem.
COST: $270.00 AUDIENCE: Tea.

DESCRIPTION: This film presents individual interviews with children, ages 5 through 12, who perform tasks using standard procedures developed by Piaget. 16mm/color/28 min.

Part of Series: **Piaget's Development Theory**

CONSTRUCTION OF ACHIEVEMENT TESTS, Robert P. O'Reilly, William P. Gorth, and Richard G. Allan

DISTRIBUTOR: Massachussets LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Adm., Sup.

OBJECTIVES: Review and demonstrate techniques of good test item construction.

DESCRIPTION: This 27-page module (SPPED-4200) provides narrative instruction on: 1) characteristics and uses of both supply and selection test items, 2) choosing types of test items, 3) multiple choice questions, 4) methods of increasing the difficulty of test items, and 5) test-item format. Exercises follow each instructional section. Answers to the exercises are provided.

CONTEMPORARY EDUCATION

DISTRIBUTOR: St. Scholastica LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Operate various types of audio-visual equipment; 2) identify correctly-stated performance objectives; and 3) gain insight into: a) the nature of teaching in today's society, b) the education establishment, c) problems in education today, and d) innovations in education.

DESCRIPTION: This module (14 pages) consists of a series of projects from which students select, based on the grade they desire. Projects included are: 1) **Individualized Instruction and Observable Student Performance,** 2) **Audio-Visual Machinery,** 3) **Teaching as a Career,** 4) **Role of School in Today's Society,** 5) **Educational Establishment,** 6) **Education in Action,** 7) **Black American and Education,** 8) **Indian Education,** 9) **Educational Change,** 10) **Student Input into Educational Programs,** 11) **Education of the Retarded,** and 12) **Direct Work with Children in a Learning Situation.** Required activities for a grade of "C" include: a) attend teacher-lecture presentations; b) view filmstrip, *Educational Objectives: An Instructional Program;* c) read selections from *Individualizing the Instructional Program* (Esbensen) and *Preparing Instructional Objectives* (Mager); d) complete exercises on identifying correctly-stated objectives and classifying statements as perennial or progressive; e) operate various audio-visual equipment; f) write a paper on the teaching profession; g) attend a school board meeting; h) listen to taped presentations and write a comparative analysis of *Improving Education in the Ghetto Areas* (Nathan Wright), *Let's Work Together*, (Nathan Wright), and *A Voice from the Ghetto* (Rufus Mayfield); i) write a paper on innovations and major complaints of students, after reading selections from *Kaleidoscope: Reading in Education* (Ryan and Cooper), and j) analyze stereotypes of Indians. Optional activities required for a grade of "A" or "B" include: a) visit a day care center for retarded children, and b) tutor a child 6 times in reading using programmed materials. A reading resource list is provided for each project. An "Audio-Visual Checklist of Competencies" is provided in the module. Completion time: 1 semester.

EVALUATION: Criteria for evaluation are provided for each project and consist of instructor evaluation of written papers and checklist.

CONTRACTING FOR INSERVICE EDUCATION, Tom Hill, Carl Spencer, and Robert Klabenes

DISTRIBUTOR: V.I.P. LEVEL: All
COST: $1.75 AUDIENCE: Tea.

OBJECTIVES: Use individual inservice contracts for improvement of instruction and personalizing instruction.

DESCRIPTION: This programmed package (18 pages) presents a series of steps dealing with an essential component of contracting. These components include: 1) philosophical considerations for inservice education, 2) voluntary reciprocal agreement, 3) personalized instruction, 4) role-playing mutual agreement, and 5) writing of the contract. The participants work in groups of 3, completing exercises, role-playing, tallying behaviors exhibited in role-playing, and developing a contract. The module contains an Observer Checklist, a blank "Inservice Contract" form, and a sample completed "Inservice Contract."

CONTROL OF THE NATURALISTIC SOCIAL BEHAVIOR OF SEVERELY RETARDED BOYS, Robert J. Paluck and Aristide H. Esser

DISTRIBUTOR: Penn. State LEVEL: All
COST: $90.00 AUDIENCE: Sp. Ed. Tea., Adm.

DESCRIPTION: This film focuses on a group of institutionalized, severely retarded boys. By showing varying amounts of staff supervision, it studies the relationship of the staff's controlling behavior to the children's social system. The film documents basic social processes of territoriality dominance, hierarchy, and cooperation. 16mm/18 min.

CONVERTING THE ELEMENTARY CLASSROOM INTO AN INDUSTRIAL ARTS LABORATORY

DISTRIBUTOR: NEA-AIAA LEVEL: Elem.
COST: $90.00 AUDIENCE: Tea.
RENTAL: $10.00

DESCRIPTION: Since most elementary school industrial arts activities still take place in the classroom, this film shows how the classroom can be modified to carry on a comprehensive program of industrial arts experiences with or without a specially-trained industrial arts teacher. The following things are shown: a portable tool cart, sawhorses that stack, classroom tables as workbenches, and other accessories and jigs. Children are filmed working in all parts of the room on activities centered around history, science, language arts, and art.

COORDINATED INSTRUCTIONAL SYSTEMS: AN INDIVIDUALIZED COURSE FOR TEACHERS

DISTRIBUTOR: Sound Educ. LEVEL: All
COST: $15.00 AUDIENCE: Tea.

OBJECTIVES: Gain instruction, guidance, and direction to develop 2 complete coordinated instructional system lessons for students in a subject area and test the lessons.

DESCRIPTION: This self-study kit teaches participant to design and implement instructional system lessons. Two books, *A Lesson Book* and *Study Resource Materials Book* (Deterline & Lenn), provide procedures and resources for identifying, selecting, and utilizing objectives, criterion tests, the media, methods, and techniques for developing 2 lessons. A *Monitor's Manual, Enabler's Guide*, and 2 audiotape cassettes are also included. The 3 units of study are: 1)**Initial Steps in Designing Coordinated Instructional Systems**; 2) **Completing and Testing Study Units**; and 3) **Media, Methods, and Implementation.**

COUNSELING DISCIPLINE CASES

DISTRIBUTOR: Penn. State LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Coun., Adm.

DESCRIPTION: This film focuses on a counseling session involving a student who has been playing hooky and forging his excuses. The counselor assumes a conversational and non-reprimanding attitude. He probes the student's feelings, family relationships, and problems as he assists the student in setting priorities and organizing a value system. He also helps the student solve some of the problems underlying his actions. 16mm/b&w/20 min.
Part of Series: **Counselor Education Film Series**

COUNSELING DROP-OUTS

DISTRIBUTOR: Penn. State LEVEL: High
COST: Consult Distributor AUDIENCE: Coun., Tea., Adm.

DESCRIPTION: This film focuses on a counseling session involving a potential drop-out and the school counselor. The session progresses as the counselor gains a rapport with the student then assists him in forming a statement of his self-concept and life goals. The counselor listens and evaluates as he helps the student see the value of a degree, understand

others better, and find some solutions to his problems. 16mm/b&w/28 min.
Part of Series: **Counselor Education Film Series**

■ COUNSELING INTERACTION PROFILE TRAINING TAPE

DISTRIBUTOR: APT LEVEL: All
COST: $7.80/cassette; $8.50/reel AUDIENCE: Coun., Sup.

DESCRIPTION: This tape is a verbatim reproduction of what is included in the *Counseling Interaction Profile Manual*. It allows one to capture the color, tone, and magnitude of the voices, as well as some of the emotions and meaning from the manuscript. The three-seconds-or-faster timing rhythm is also more easily mastered than is possible while recording verbal behavior from the written word or oral reading.

■ COUNSELING THE RETARDED CLIENT AND HIS FAMILY

DISTRIBUTOR: Kansas; Nat. Med. Ctr. **LEVEL: All**
COST: Consult Distributor **AUDIENCE: Tea., Coun., Sp. Ed. Tea.**

DESCRIPTION: Some of the problems a counselor may encounter as he attemps to help the retarded client and his family make adjustments to mental retardation are explored, including various attitudes of families toward a retarded member and the periods of particular family stress. Suggestions are made as to how the counselor may serve as an intermediary while his client attempts to integrate himself into the community. 16mm/color/20 min.
Part IV of Series: Counseling The Mentally Retarded

■ COUNSELING UPSET STUDENTS

DISTRIBUTOR: Penn. State LEVEL: High
COST: Consult Distributor AUDIENCE: Coun., Tea., Adm.

DESCRIPTION: In this film a counselor works with a senior student who has grown disillusioned with school and can not make a decision about future educational plans. The counselor is shown as he listens, asks pivotol questions, and guides the student in problem-solving and self analysis. 16mm/b&w/32 min.
Part of Series: **Counselor Education Film Series**

■ COUNSELING WITH PARENTS

DISTRIBUTOR: Penn. State LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Par., Adm.

DESCRIPTION: This film presents 2 episodes in which a counselor works with the parents of particular students. In the first episode, the counselor talks with a mother concerned about her son's educational future. He helps her learn and accept things about her son and set reasonable goals. In the second episode the counselor assists a mother in analyzing her son's school performance as an indication of whether he should be promoted to grade 6. Each episode demonstrates various methods and requirements of counseling. 16mm/b&w/35 min.
Part of Series: **Counselor Education Film Series**

■ COUNTING AND CHARTING TARGET PHONEMES FROM CONVERSATION

DISTRIBUTOR: Kansas LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Sp. Ed. Tea., Sp. Th.

DESCRIPTION: This film demonstrates counting and charting procedures which were developed in public school speech settings to evaluate how well public school children (with misarticulation) are learning to use new sounds in spontaneous speech. The system makes it possible to keep accurate records on hundreds of children in a school district. The records can be processed by a computer to produce plotted learning curves of each child. The procedure takes no more time or attention from the clinician than do more conventional techniques, and it provides supervisors and school principals with a tool for demonstrating the effectiveness of school speech programs. 16mm/color/14 min.

■ CREATING YOUR OWN FILMSTRIP

DISTRIBUTOR: IFB LEVEL: All
COST: $29.50/record AUDIENCE: Tea.
$31.50/cassette

DESCRIPTION: This filmstrip (50 frames/color/10 min.) explains step-by-step how to create an animated filmstrip. Fundamental techniques, as well as various methods which teachers and students can apply in creation of their own filmstrips, are shown. Of particular interest are the non-toxic water soluble oil colors which are quick-drying and obtain a saturated brilliance which cannot be secured with ordinarily available marking pens. Included in the kit accompanying the filmstrip are the following: a) 1 box of 12 water soluble oil colors, b) 1 no. 3 brush, and c) thirteen 35mm blank filmstrips in cans.

■ CREATIVE WRITING SERIES

DISTRIBUTOR: Churchill LEVEL: Elem.
COST: $740/series; AUDIENCE: Tea.
$195/each

DESCRIPTION: This series of films shows a small demonstration class responding spontaneously to a variety of situations that stretch their imagination and help them construct stories. Films stop at certain points for audience participation in creative thinking and writing parallel to that of film. The 4 films are: 1) *The Jail Door Went "Clang"* showing how sensory experiences may be used to construct a setting for a story; 2) *Mean, Nasty, Ugly Cinderella* showing how character influences stories; 3) *What's Riding Hood without the Wolf* explores the plot, the protagonist, his goal, and the obstacles to its attainment; and 4) *The Man Who Bought Monday Night* shows where story ideas come from. 16mm/color/16 min. each.

■ CREATIVITY: A WAY OF LEARNING, Association of Classroom Teachers

DISTRIBUTOR: NEA-Publ. LEVEL: All
COST: $16.00 AUDIENCE: Tea.

DESCRIPTION: This filmstrip (90 frames/color) with accompanying 33-1/3 rpm record describes ways creativity shows itself, relates creativity to the contexts of academic learning and of students' later lives, and suggests ways a teacher can help students develop their creative ability. The filmstrip serves as an introduction to creativity and should be followed by group discussion. A related publication, *Creativity*, is available for $.35.
Part of Series: **What Research Says to the Teacher**

■ CRIPPLED CHILD

DISTRIBUTOR: Indiana LEVEL: All
COST: $125.00 AUDIENCE: Tea., Par.,
RENTAL: $6.75 Sp. Ed. Tea.

DESCRIPTION: This film discusses the special problems

confronting the crippled child. The importance of early diagnosis, counseling, and special services are emphasized. The difficulties in solving the social and physical needs of the crippled child are explained. Filmed sequences show methods of physical and occupational therapy and counseling for parents. Dr. Kathryn A. Blacke, Professor in Special Education at Syracuse University, is featured. 16mm/b&w/29 min.
Part of Series: **Exceptional Child**

■ CRISIS IN EDUCATION

DISTRIBUTOR: Soundfilm | LEVEL: All
COST: Consult Distributor | AUDIENCE: All

DESCRIPTION: This film explores such issues as the population explosion, the taxpayer's revolt, and the failure of school bonds and tax legislation. It examines the causes and effects of various crises in education and stresses the need for long range tax reforms. 16mm/color/28 min.

■ CRISIS PREVENTION — A TEAM APPROACH

DISTRIBUTOR: NEA-MENC | LEVEL: All
COST: $10.00 | AUDIENCE: Tea., Music Sp.

DESCRIPTION: This kit creates a workshop for at least 15 participants that develops public relations skills to prevent crises in music education. It increases awareness of the need for facts, constituencies, and united action in the prevention of crisis. The kit contains a tape which guides the group activity and a *Workshop Manual* which contains a script narrative and materials to be duplicated and used during the workshop. The workshop consists of: 1) a taped narrative lecture, 2) **Equilibrium Exercises** that develop the elements of crisis reaction; 3) **Fact or Opinion Exercise**; and 4) **Role-Playing Exercise** that assists participant in seeing the views of the constituency and ways to unite them. Completion time: 90 min.

■ CRITERION REFERENCED TESTING, William P. Gorth, Richard G. Allan, and Robert P. O'Reilly

DISTRIBUTOR: Massachusetts | LEVEL: All
COST: Consult Distributor | AUDIENCE: Tea., Adm., Sup.

OBJECTIVES: 1) Identify and distinguish between norm-referenced and criterion-referenced testing; and 2) choose test items appropriate for objectives.

DESCRIPTION: This 26-page module (SPPED-2600) provides instruction on the characteristics and use of norm-referenced and criterion-referenced testing. The module contains narrative study material and 2 types of exercises — practical and objective. Answers for exercises are provided.

■ CROWDED OUT

DISTRIBUTOR: NEA-Sound | LEVEL: All
COST: $75.00/color; $35/b&w | AUDIENCE: All

DESCRIPTION: This film presents the story of overcrowded classrooms and how it affects Kathy and her teacher Mrs. Roberts. Kathy does well in school, until the teacher is faced with overcrowded conditions. Then Kathy's reading problem and the learning disabilities of many of her classmates go unsolved. Discipline problems arise, as well as conflicts between parents and teachers. 16mm/color & b&w/29 min.

■ CULTURALLY DIFFERENT LEARNER

DISTRIBUTOR: NEA-Publ. | LEVEL: All
COST: $15.00 | AUDIENCE: All

DESCRIPTION: This kit consists of 2 color filmstrips, reel tapes, and response booklets. The materials reveal the learning styles of culturally different learners and the roles different types of instructional media play in teaching the culturally different. The 2 filmstrips are: 1) *Learning Styles* and 2) *Using Media*. Completion time: 28 min.

■ CURRICULUM ACTIVITIES FOR ELEMENTARY, INTERMEDIATE, JUNIOR HIGH SCHOOL, AND SENIOR HIGH SCHOOL, Joe Reid and Ron Britton

DISTRIBUTOR: IUPUI-T.C. | LEVEL: All
COST: Consult Distributor | AUDIENCE: Sp. Ed. Tea.

OBJECTIVES: 1) Select appropriate special education curriculum activities; and 2) develop an effective way of delivery to meet the educational, social, and vocational needs of the child.

DESCRIPTION: This module (2 pages) requires the student to participate in a group activity in assigned curriculum areas for the educable mentally retarded. Learning activities include: 1) devising a learning activity through development of subject content and activities for use in elementary, intermediate, junior high, and senior high schools; and 2) presenting a group discussion on appropriate curriculum for the educable mentally retarded child.

EVALUATION: Preassessment is activity-based. Post-assessment is instructor-evaluation of group participation and of learning activities developed by participant.

■ CURRICULUM DESIGN AND DEVELOPMENT FOR EFFECTIVE LEARNING, Hillery M. Motsinger

DISTRIBUTOR: DeMot I.S. | LEVEL: All
COST: Consult Distributor | AUDIENCE: Tea.

OBJECTIVES: 1) Provide philosophical background of individualized instruction; and 2) demonstrate skills necessary to develop instructional packages.

DESCRIPTION: This instructional package (148 pages) is written in 2 parts. Each contains pre-assessments, concepts, goals, rationale, and self-assessments. It may be used as a course textbook or a self-instructional guide. Concepts in Part I are: 1) **Philosophy** and 2) **Conceptual Framework**. Part II concepts are: 1) **Goals**, 2) **Concepts**, 3) **Sub-Concepts**, 4) **Objectives**, 5) **Assessment**, 6) **Learning Activities**, 7) **Quest**, 8) **Student General Information**, 9) **Teacher General Information**, and 10) **Putting It Together for Use**. Worksheets and sample instructional packages are included.

EVALUATION: A preassessment and postassessment are provided for each part with answer keys provided. Each sub-concept also contains self-assessment questions with answers.

■ CURRICULUM METHODS AND MATERIALS, Francis Siemankowski and Joyce Swartney

DISTRIBUTOR: Buffalo TCPC | LEVEL: All
COST: No Charge | AUDIENCE: Tea., Sup.

OBJECTIVES: 1) Write and classify behavioral objectives; 2) examine, evaluate and use in the classroom new curriculum materials in math and science; 3) discuss general theories; 4) use classroom strategies of teaching science by discovery; 5) evaluate and use standard test instruments and prepare teacher-made tests; and 6) apply methods of teacher supervision and classroom analysis.

DESCRIPTION: This module component package consists of 6 module clusters: 1) **Behavioral Objectives in Math/Science** (10 pages/5 modules); 2) **New Curriculum Projects in Math/Science** (15 pages/13 modules); 3) **Knowing the Student** (5 pages/2 modules); 4) **Methods of Delivery** (12 pages/10 modules); 5) **Diagnosis and Evaluation** (5 pages/4 modules); and 6) **Supervision** (6 pages/2 modules). Learning activities include: a) reading assigned articles; b) viewing several Vimcet filmstrip/tapes and the films—*Toward Inquiry, Frames of Reference, Story of the BSCS,* and *Reinforcement Theory;* c) attending seminars; d) preparing demonstrations of science investigation and use of audio-visual equipment; e) designing instructional activities and lesson plans for a 2-week unit; f) completing the mini-course on *Questioning* (Far West Regional Laboratory); g) constructing on apparatus for teaching a science/math concept; h) examining textbooks, teachers' manuals, and standardized tests; i) using Flander's Interaction Analysis system to analyze a 10-minute videotape and a 10-minute audiotape of classroom activities; and j) developing an instrument for the supervision of student teachers in secondary science.

EVALUATION: Preassessments in most of the modules are pencil-and-paper tests. Postassessments are either identical to preassessments or are evaluation of presentations and participation by the Team Leader. Criteria for evaluation are provided.

■ CURRICULUM, METHODS, AND MATERIALS, Patrick Harrison et al.

DISTRIBUTOR: C.S.U.-San Diego LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Select and operate materials and equipment for dry mounting, laminating, making transparencies, and lettering with Wrico Lettering Guide; 2) describe, create, and utilize a functional learning center; 3) create and use a major instructional aid; and 4) locate, evaluate, and use various prepared instructional materials.

DESCRIPTION: This module cluster (68 pages) contains 4 modules: 1) **Producing Instructional Materials**; 2) **Learning Stations** (primarily for elementary level); 3) **Producing Instructional Materials — Section B** (primarily for secondary level); and 4) **Selection and Utilization of Teaching Materials**. Each module contains a) pre- and postassessments, b) instructional objectives, and c) learning alternatives. Alternatives include use of enclosures in modules, as well as additional materials not provided. Completion time: 1) 3 hrs., 2) 4 hrs., 3) 3-5 weeks, and 4) 5 hrs.

EVALUATION: Pencil-and-paper pre- and postassessments are required for all modules, as well as instructor evaluation for certain objectives.

■ CURRICULUM PLANNING AS IT SHOULD BE, William M. Alexander

DISTRIBUTOR: NEA-ASCD LEVEL: All
COST: $6.00 AUDIENCE: Adm., Sup.

DESCRIPTION: This cassette-tape presents an address from William Alexander. He develops procedures for implementing plans and programs for better schools. He states that a planner must have a clear conception of what constitutes a valid design for a curriculum for students at all levels. He lays out the process by which the entire school community should work together to develop an innovative program. He suggests making the individual school the primary center for curriculum planning. Completion time: 62 min.

■ CURRICULUM SPECIALIST'S ROLE IN ENABLING INTERNS TO ACQUIRE AND DEMONSTRATE MASTERY OF TEACHING COMPETENCIES, Joseph Watson and Harold K. Spriggs

DISTRIBUTOR: T.C. Assoc. LEVEL: All
COST: Consult Distributor AUDIENCE: Sup.

DESCRIPTION: This paper (10 pages) specifies the role of the curriculum specialist or student-teacher supervisor in training the intern, developing a course of study, and developing modules to measure competencies. The paper provides a detailed chart (5 pages) of intern competencies and the role of the curriculum specialist in facilitating these competencies. The chart consists of: a) primary and secondary intern objectives, b) related courses of study, c) major intern activities, and d) specialist's role to support intern.
Part# 3of Series: **Resources for CBTE**

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■ DAILY LIVING: COPING WITH TENSION AND ANXIETIES, Arnold Lazarus

DISTRIBUTOR: IDI LEVEL: All
COST: Complete Program/$78.95; AUDIENCE: All
Individual Series/$39.95

DESCRIPTION: In this 2-part, 10-cassette program, Arnold Lazarus explains, in simple terms, methods of coping with tensions and anxieties which arise daily in schools and classrooms. Some issues considered are emotional freedom, controlling what you feel by what you think, and relaxation techniques. The 10 cassettes are divided into 2 series. Series A (5 cassettes) covers the following topics: 1) *Thoughts and Feelings,* 2) *A Modern Sexual Outlook,* 3) *Establishing Self Worth,* 4) *Developing Emotional Freedom,* and 5) *Two Basic Principles.* Series B (5 cassettes) covers the following topics: 1) *Use of Relaxation,* 2) *Relaxation Exercises, Parts I, II, and III,* and 3) *Six Additional Techniques.* Sets are contained in vinyl albums.
Part of Series: **Interpersonal Communications Programs**

■ DARE TO CARE/DARE TO ACT, Price M. Cobbs

DISTRIBUTOR: NEA-ASCD LEVEL: All
COST: $5.00 AUDIENCE: All

DESCRIPTION: This cassette-presentation features Price M. Cobbs, psychiatrist, as he analyzes racism and its effect in the school organization. He looks at: 1) the malignant problem of racism, 2) the flaws in the system of education which allows racism to flourish, and 3) Blacks remaining crucial to all definitions of America. Completion time: 46 min.

■ DAY CARE CENTER TECHNIQUES

DISTRIBUTOR: Kansas LEVEL: E. Ch.
COST: Consult Distributor AUDIENCE: Tea.

DESCRIPTION: This film shows 2 different techniques for managing large numbers of preschool children in a day-care center. One technique is for a teacher to be responsible for one group of children during all the center activities. She must keep the children occupied during the activities time and during the transition periods. The other technique is to make the teacher responsible for one activity area. The teacher then monitors the activities of that area, rather than moves from area to area with the children. Research data are presented to show which of the 2 methods is most efficient and effective in managing day-care children. 16mm/color/9 min.

■ DAY THEY HAD TO CLOSE THE SCHOOLS

DISTRIBUTOR: BFA LEVEL: All
COST: $370.00 AUDIENCE: Adm., Sup.
RENTAL: $35.00

DESCRIPTION: This film documentary focuses on Ross High School in Fremont, Ohio, and its fight against a common problem in American schools. This school is caught between growing voter resentment toward the education establishment and resistance to higher property taxes and the rising cost of public education. The film explores the many facets of the problem by interviewing students, parents, those supporting the tax levy, and those opposing the levy; by showing a community meeting with the school board supervisor; and by presenting opinions of noted school reformers. The film provides no single solution; but it does view some possible alternative school systems, as well as needed revisions in public relations between the schools and community. With the purchase of the film, the following reprints are provided: 1) "How to Improve Community Attitudes" (Title I:ESEA), 2) "The Current Crisis in School Finance: Inadequacy and Inequity," and 3) "Third Annual Gallup Poll Survey of the Public's Attitudes toward the Public Schools." 16mm/color/28-1/2 min.

■ DEAF CHILD SPEAKS

DISTRIBUTOR: U. of Calif. EMC LEVEL: E. Ch.
COST: $95.00 AUDIENCE: Sp. Ed. Tea.
RENTAL: $9.00

DESCRIPTION: This film shows how children with severe hearing impairments are taught to function adequately in the normal world of speech and sound through the work of the Oral Education Center (OEC) of Southern California. Individualized instruction is used to bring about fully formal language structure with intelligible speech. It shows: 1) a one-to-one speech learning session demonstrating that young deaf children are capable of speaking; 2) an experimental program teaching very small children the essentials of sentence structure through visual and tactile means — what normal children learn by initiating what they hear; 3) a dancing class; 4) a reading and speech class; 5) a basic science class; and 6) a math class where 3-year-olds learn the serial properties of numbers. Statistics on children who suffer some degree of hearing impairment in the U.S. are also explored.

■ DEALING WITH DISCIPLINE PROBLEMS

DISTRIBUTOR: Media Five LEVEL: Elem., Mid.
COST: $350.00 AUDIENCE: All
RENTAL: $45/wk.

DESCRIPTION: This film is narrated by William Glasser, proponent of schools without failure. He outlines the criteria for effective discipline based on reality therapy. The film then presents 12 discipline problems — i.e. classroom disruption, uninvolved students, breaking playground rules, truancy, fighting — showing how teachers, counselors, and principals apply Glasser's methods. Comments by both teachers and Glasser accompany these presentations, evaluating the effectiveness of the teacher's actions and the theory behind the methods used. Emphasis is given to individual treatment, involvement with pupils, no administration of punishment, and plans for improvement. 16mm/color/30 min.

■ DECIMALIZATION AND METRICATION

DISTRIBUTOR: Time/Life LEVEL: Elem.
COST: $250/indiv. films; $1,600/series AUDIENCE: Tea.
RENTAL: $30/ indiv. films; $250/series

DESCRIPTION: This film states that teachers will soon be faced with the necessity of introducing the new coinage and metric systems into elementary school mathematics. This film illustrates ways in which this is being done at the Nottingham Mathematics Centre. 16mm/b&w/30 min.
Part of Series: **Expanding Classroom**

■ DECISION IS MADE

DISTRIBUTOR: Kansas LEVEL: Elem., Mid.
COST: Consult Distributor AUDIENCE: Coun., Par., Sp. Ed. Tea.

DESCRIPTION: The film concerns institutional training and the manner in which the hospital social service staff maintains the tie between parent and child. Refuting some myths about the prevalence of antiquated methods of institutional care, it shows how the children live in cottages and walk by themselves to and from the many training areas. The staff is trained to develop correct behavior by working with each child as an individual. 16mm/color/18 min.

■ DECISION-MAKING AND THE ELEMENTARY SCHOOL PRINCIPAL, William L. Pharis, Jack D. Roberts, and Richard Wynn

DISTRIBUTOR: NAESP LEVEL: Elem.
COST: $1.50 AUDIENCE: Adm.

OBJECTIVES: 1) Understand the process of decision-making; 2) analyze own behavior objectively; and 3) recognize: a) who makes the decisions; b) when to seek or provide information; c) when to make recommendations; and d) what the consequences of decisions are likely to be.

DESCRIPTION: This kit contains 9 simulated problem situations designed to help elementary school principals learn the art of making executive decisions. The package contains background material about the Greenville Area School District. The simulated situations involve school organization, professional organizations, school-community relations, curriculum, supervision of instruction, and parent-student relations. The materials are suitable for workshops with each participant assuming the role of principal and working through the tasks and discussing their decisions in groups.

■ DEFINING THE ROLE OF THE TEACHER AIDE, Elizabeth Collins et al.

DISTRIBUTOR: Panhandle LEVEL: All
COST: $1.95 AUDIENCE: Tea., Para.

OBJECTIVES: 1) Define tasks which teacher aides may perform; 2) define classifications of teacher aide tasks; and 3) develop understanding of human relations and team cohesiveness regarding teacher aides.

DESCRIPTION: This B-2 module (126 pages) is composed of 6 Mini-Paks: 1) **Exploring the Feelings of Teacher Aides** (a team project); 2) **Exploring the Feelings of Teacher Aides** (individual aide project); 3) **Classifying Tasks for Teacher Aides;** 4) **Clarifying Roles and Responsibilities of Aides;** 5) **Understanding State Regulations in Utilization of Aides;** and 6) **Promoting Human Relations through Total Team Dynamics.** The format for each Mini-Pak includes: a) general and specific objectives, b) preassessment, c) rationale, d) materials and equipment lists, e) instructions for participant and instructor, f) detailed procedures for each specific objective with study sheets and/or worksheets, g) transparencies, h) filmstrip with record, i) state publication, and j) posttest with answer key. Mini-Paks 1 and 6 are designed for team work; 2, 3, 4, and 5 are for individual-effort.

EVALUATION: Mini-Pak 1-4 and 6 contain written pretests. Successful completion allows participant to bypass that Mini-Pak. All Mini-Paks contain posttests with answer keys.

■ DEMONSTRATION OF BEHAVIORAL PROCESSES BY B. F. SKINNER, Ellen P. Reese

DISTRIBUTOR: ACC
LEVEL: All
COST: Consult Distributor
AUDIENCE: Tea.

DESCRIPTION: In this film, B. F. Skinner gives a rundown on the history of the study of operant conditioning. In a classroom setting, he explains experimental apparatus, demonstrates shaping with a pigeon, shows how a pigeon sometimes shapes its own behavior, and demonstrates differential reinforcement. In conclusion, Dr. Skinner answers questions on the behavior of human beings relative to the principles of operant conditioning. 16mm/color/28 min.

■ DESCHOOLING SOCIETY — IVAN ILLICH, Larry McCoy

DISTRIBUTOR: Midwest
LEVEL: All
COST: Consult Distributor
AUDIENCE: Tea

OBJECTIVES: 1) State Illich's view of: a) functions of the present educational system; b) the history of present system; and c) alternatives to the present system; and 2) achieve 90% or more on questions about Illich's tape, *An Hour With Ivan Illich*, on self test.

DESCRIPTION: This UNIPAC (5 pages) is a self-instructional module. Procedures include reviewing tape by Illich and taking self-test. Additional quest materials include: 1) reading *Deschooling Society* (Illich), 2) listening to tape, and 3) UNIPAC on *Critics in Education*. A self-test with answer key is included.

EVALUATION: No pre- or posttest is included. Module is being field tested.

■ DESK FOR BILLIE

DISTRIBUTOR: NEA-Sound
LEVEL: All
COST: $135/color; $70/b&w
AUDIENCE: Tea., Coun.

DESCRIPTION: This film presents the true story of a migrant child who found that education was the road to fulfillment. The film depicts the poor migrant background of Billie and follows her from her entry into school till her graduation. It reveals the efforts of various teachers and counselors who assist her in obtaining an education despite her frequent school changes. Today Billie is a successful writer, editor, and lecturer. 16mm/color & b&w/57 min.

■ DEVELOPING AUDIO-VISUAL MEDIA FOR LEARNING ACTIVITY PACKAGES, Kenneth T. Smith

DISTRIBUTOR: Nova
LEVEL: All
COST: $1.00
AUDIENCE: Tea

OBJECTIVES: 1) Construct a planning board and planning cards; 2) list a sequence of slides to cover objectives in learning activity package; 3) construct and fabricate rough design ideas and information for each slide and place in sequence; 4) develop rough design for camera-ready copy; 5) photograph camera-ready copy; 6) prepare and develop slides from film; and 7) write a script to correlate sequence of slides and narrate script on audiotape.

DESCRIPTION: This LAP (20 pages) allows participant to take self-test that determines the route through module. For each objective a choice of assignments is available. An evaluation form is provided and a bibliography of related books and pamphlets is included.

EVALUATION: A self-test is provided. Evaluation form for final slide/tape presentation is to be approved by 2 people.

■ DEVELOPING BASIC MAP, GLOBE, CHART, AND GRAPH SKILLS

DISTRIBUTOR: Dallas
LEVEL: Elem., Mid.
COST: $.90
AUDIENCE: Tea.

OBJECTIVES: 1) List at least 2 skills and respective evaluation criteria in each area: a) giving directions, b) reading scales, c) reading symbols, d) reading latitude and longitude, e) reading on the map and globe, and f) reading the compass rose; 2) conduct a simple experiment with the compass rose; and 3) construct a neighborhood map.

DESCRIPTION: This module (11 pages) provides skill development in the following areas: 1) reading directions, 2) using maps and globes, 3) measuring distance by using scales, 4) using latitude and longitude, and 5) using charts and graphs. Learning activities include: 1) viewing filmstrips — a) *Globes: Our Most Accurate Maps*, b) *How to Use Maps and Globes Series*, c) *Latitude and Longitude: Finding Places and Directions*, d) *Latitude and Longitude: Time Zones and Climates*, and e) *Maps: What Are They*; 2) designing maps; 3) preparing a bulletin board; 4) teaching map skills to a group or class, 5) designing a picture book on latitude and longitude, and 6) drawing examples of various graphs. A reading list is provided.

EVALUATION: A written pretest is provided. Written posttests are included after each section of skill development. Teaching performance is evaluated by the instructor. No criteria for evaluation are provided. Module has been revised in summer of 1973.

■ DEVELOPING COMPREHENSION ANALYSIS OF MEANING: A RESOURCE MODULE, Joseph Malak

DISTRIBUTOR: Frostburg
LEVEL: All
COST: $3.00
AUDIENCE: Tea.

OBJECTIVES: Develop: 1) understanding of comprehension construction; 2) competence in teaching meaning signals given by language structure patterns; 3) competence in teaching tasks of literal comprehension; and 4) competence in teaching the tasks of interpretive comprehension.

DESCRIPTION: This module (22 pages) focuses on the different types of basic understanding necessary for comprehension in recreational and academic content reading. Preassessment measures: 1) knowledge of diagnostic teaching procedures, 2) skill in administering survey tests in comprehension, and 3) skill in motivating pupils to read thought-fully. Successful completion of preassessment allows student to bypass module. A listing of competencies with accompanying criterion behaviors and learning experiences depends on instructor developing a more detailed description of experiences to be implemented. Means of judging competencies are suggested and a bibliography of related readings is included.

EVALUATION: Preassessment consists of self-assessment, advisor assessment, and oral or written examination. Postassessment is based on specific competencies.

■ DEVELOPING COMPREHENSION: INFORMATION ACQUISITION, Joseph Malak

DISTRIBUTOR: Frostburg LEVEL: All
COST: $3.00 AUDIENCE: Tea.

OBJECTIVES: Develop competence in teaching students to: 1) set purposes for reading; 2) locate information using table of contents, index, and section heading; 3) locate information in library; 4) prepare and use bibliography; 5) use various types of reference materials; 6) read and use aids to comprehension; 7) vary rate of reading according to task and type of material; and 8) utilize techniques for identifying and retaining information.

DESCRIPTION: This resource module (26 pages) contains competencies considered necessary to develop high quality reading teachers. Each competency is listed with criterion behaviors and learning experiences. Mastery of preassessment allows participant to bypass module. A bibliography of resource material is included.

EVALUATION: Preassessment criteria and suggestions for judging mastery of particular competencies are included.

■ DEVELOPING COMPREHENSION: SYNTHESIS AND GENERALIZATION, Joseph Malak

DISTRIBUTOR: Frostburg LEVEL: All
COST: $3.00 AUDIENCE: Tea.

OBJECTIVES: 1) Evaluate reading content to determine if it is: a) factual or creative, b) fact or personal opinion, c) pertinent to topic, d) complete, e) representative of different point-of-view, and f) accurate; 2) determine type of logic used; 3) identify propoganda techniques in text books, references, and periodicals; 4) combine information from sources into integrative outline for speaking or writing; and 5) form generalizations from information read, then synthesize these generalizations with specific field of content study.

DESCRIPTION: This resource module (24 pages) presents a comprehensive list of those competencies considered necessary to develop high quality reading teachers. Each competency is listed with criterion behaviors and learning experiences. Successful mastery of preassessment behavior test allows participant to bypass module. A bibliography of resource material is included.

EVALUATION: Pretest criterion is included, and suggestions for instructor to judge mastery of particular competencies are also provided.

■ DEVELOPING/CURRICULUM

DISTRIBUTOR: Missouri-Columbia LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Assist in: 1) determining sources of influence on curriculum development; 2) becoming knowledgeable of relevant literature; 3) recognizing operational examples of attempts to influence curriculum at the local level; 4) understanding the community as a source of influence; 5) understanding the importance of values as a source of influence; 6) understanding financial resources as a source of influence; 7) identifying the learner as a source of influence; and 8) identifying and assembling supportive information pertaining to sources of influence.

DESCRIPTION: This Module Element 6.3 (67 pages) provides a background of information regarding sources of influence on curriculum and the nature of their impact on curriculum development. 27 behavioral objectives are listed with enabling activities and resources for each objective.

EVALUATION: Instructor-guided pre- and postassessments are required for each behavioral objective. Module has been field tested.

■ DEVELOPING/INSTRUCTION

DISTRIBUTOR: Missouri-Columbia LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Become skilled in developing: 1) instructional objectives; 2) instructional programs based on prescriptive teaching; 3) instructional programs based on units; 4) instructional programs based on inductive techniques; and 5) instructional programs based on the contracting approach.

DESCRIPTION: This Module Element 7.2 (43 pages) develops competence in writing behaviorally-stated instructional objectives. Major references and influential personnel are presented with guidelines for development and implementation of each approach. 20 behavioral objectives are listed with enabling activities and resources for each objective.

EVALUATION: Instructor-guided pre- and postassessments are required for each behavioral objective. Module has been field tested and is currently being revised.

■ DEVELOPING/MATERIALS AND MEDIA

DISTRIBUTOR: Missouri-Columbia LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Assist in: 1) identifying available sources of instructional materials; 2) determining usage of available commercial and teacher-made instructional materials; and 3) developing procedures to promote use of instructional materials.

DESCRIPTION: This Module Element 8.2 (64 pages) is designed to provide knowledge of how the teaching staff can maximize the use of instructional materials. 11 behavioral objectives are listed with enabling activities and resources for each objective.

EVALUATION: Pre- and postassessments are required by instructor for each behavioral objective. Module has been field tested and is being revised.

■ DEVELOPING RANGE AND UNDERSTANDING OF MOVEMENT

DISTRIBUTOR: UEVA LEVEL: Elem.
COST: $240.00 AUDIENCE: Tea.

DESCRIPTION: This film shows teachers how to assist children in developing a conceptual understanding of an effective use of general and limited space. Teachers learn how to progressively expand a child's movement vocabulary to include such directional movements as: 1) forward, 2) sideways, 3) across, 4) around, and 5) through. 16mm/color/29 min.

Part of Series: **Movement Education**

■ DEVELOPING SHORT TERM INQUIRY STRATEGIES IN THE SOCIAL STUDIES, Jack M. Sheridan

DISTRIBUTOR: Texas A&I LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Given a list of situations and events, choose one and outline a short term strategy which involves students in an inquiry process.

DESCRIPTION: This module (28 pages) develops skills in inquiry-centered learning strategies. Enabling activities consist of a skill development exercise which requires comparison of 2 maps made 20 years apart and research of the reasons for the changes in the maps. Worksheets, data sheets (a sketch map, population figures, a letter, a diary, a newspaper ad, and an interview), and answer sheets for the exercise are provided (18 pages). A "List of Situations and Events for Terminal Objectives" (1 page) and "Some Suggestions for Criticizing Individual Short Term Strategies" (1 page) are provided. A flowchart directs the participant through the module.

EVALUATION: A written preassessment and answer sheet (5 pages) are provided; successful completion routes the user to the postassessment which consists of meeting criteria listed in the objectives.

■ DEVELOPMENT CENTER FOR HANDICAPPED MINORS

DISTRIBUTOR: Bradley-Wright LEVEL: Elem.
COST: $125.00 AUDIENCE: Sp.Ed.Tea. Adm., Par

DESCRIPTION: This film describes the organization and philosophy of development centers in California which are designed to deal with mentally and physically handicapped children who are not qualified for special education classes in public schools. The film focuses on 3 severely handicapped children and illustrates their learning problems, showing how the center helps them and their families. The centers provide individual programs of basic training for children of ages 3-21 and counsels the family on dealing with handicapped children, in order to help keep the children at home, rather than in institutions. The film features a weekly meeting with the center's psychologist in which mothers comment on their feelings about their problems and the center. 16mm/color/14 min.

■ DEVELOPMENT OF A TEACHING PRESCRIPTION, Ron Britton and Bette Joe Davis

DISTRIBUTOR: IUPUI-T.C. LEVEL: Elem.
COST: Consult Distributor AUDIENCE:Sp.Ed.Tea.

OBJECTIVES: 1) Form some judgment of the affective development of the child through comparisons of interviews from the child and parent; and 2) write a teaching prescription designed to remediate previously determined learning defects in all 3 domains.

DESCRIPTION: This module cluster (9 pages) consists of 3 modules: 1) **Gathering and Analyzing Data Relating to Affective Development in Children**, 2) **Synthesizing Data into a Teaching Prescription**, and 3) **Writing a Teaching Prescription.** Learning activities include: a) viewing the film, *The Cage*; b) interviewing a child and his parents, analyzing the data on worksheets (provided in the module); c) completing the Teaching Prescription Worksheet (form provided in module) regarding a specific child; d) gathering techniques for remediation; and e) writing teaching prescriptions for a child to remediate learning deficits (form provided). A reference list is provided. Completion time: 15 hours.

EVALUATION: Instructor-evaluation of worksheets and teaching prescriptions.

■ DEVELOPMENT OF OUR DECIMAL NUMERATION SYSTEM, National Council of Teachers of Mathematics

DISTRIBUTOR: UEVA LEVEL: Elem.
COST: $214.00 AUDIENCE: Tea., Par.

DESCRIPTION: This film provides assistance to teachers in coping more successfully with the new mathematics program. It traces the historical development of our present decimal system — the Hindu-Arabic system of numeration — illustrating why, with this knowledge, students can represent and understand whole numbers. The film describes the meaning and importance of base ten, place value, grouping, numerals, and expanded notations. 16mm/color/27 min.

Part of Series: **Mathematics for Elementary School Teachers**

■ DEVELOPMENT OF PERCEPTUAL MOTOR SKILLS IN A PROFOUNDLY RETARDED CHILD

DISTRIBUTOR: Kansas LEVEL: Elem., Mid.
COST: Consult Distributor AUDIENCE: Sp. Ed. Tea.

DESCRIPTION: The child studied in this film is profoundly retarded. Her developmental processes had ceased, and many established behaviors were deteriorating. Disregarding the negative medical diagnosis indicating a right-side brain abnormality, the researcher began an operant-conditioning, systematic-training program designed to improve the child's perceptual motor skills. Under medical supervision the child's entire caloric intake was made dependent upon her performance of the required motor tasks. Repeated sessions of training demonstrate the improvement made in the child's perceptual motor skills. 16mm/color/10 min.

■ DEVICES IN THEIR HANDS/MATH IN THEIR MINDS

DISTRIBUTOR: GPNITL LEVEL: Elem., Mid.
COST: Consult Distributor AUDIENCE: Tea.

DESCRIPTION: This videotape series illustrates the use of multi-sensory aids in the teaching of mathematics. The manipulative mathematics teaching aids used in the series include: a set of ceramic tiles, an unassembled geoboard, a set of fraction bars, and 3 spinners. Teachers and students are shown demonstrating activities in a stylized classroom. This series consist of 5 videotapes or videocassettes, each 30 min./color: 1) *Tiles Teach Mathematics* which reviews the concept of sets through the use of concrete objects; 2) *Stretch a Rubber Band and Learn Geometry* which introduces some of the metric and non-metric properties through the use of the geoboard; 3) *Fun with the Mini-Computer* which demonstrates a new way to add and subtract; 4) *Sliding in Fractions* which is designed to aid students having difficulty with adding and subtracting fractions; and 5) *Take a Chance: Learn Probability* which presents concepts of ratio and the meaning of fractional numbers. A study manual accompanies the series and lists behavioral objectives and activities to develop these objectives.

■ DIAGNOSING AND PRESCRIBING FOR READING, Marion Deckard and Ruth Tate

DISTRIBUTOR: Dallas LEVEL: Elem.
COST: $2.60 AUDIENCE: Tea.

OBJECTIVES: 1) Demonstrate a knowledge of the purpose of diagnosis by recognizing reading deficiencies and determining reading-instructional level of pupils; 2) demonstrate a knowledge of perceptual reading skills by planning and implementing exercises which establish reading proficiency; and 3) demonstrate a knowledge of at least 5 diagnostic instruments by administering and interpreting test results which aid in establishing effective individualized instructional reading groups.

DESCRIPTION: This module (100 pages) provides an effective strategy through which the classroom teacher can determine the child's instructional level and at the same time discover the skills he lacks. The module is developed in 5 parts: 1) **What's It All About** consisting of objectives, subobjectives, and knowledges; 2) **Let's Get Started** consisting of preassessments and a flowchart; 3) **Now Let's Find Some Answers** containing enabling activities for each subobjective with preassessments and postassessments; 4) **Take A Look At Yourself** containing a progress chart; and 5) **Enclosures** containing 8 reprints: a) "Diagnosing Reading Problems in the Classroom," b) "Types of Reading" and other materials, c) "Conducting an Informal Reading Inventory in the Classroom," d) "Reading Levels," e) "Assessment — Instruments," f) "Diagnostic and Correctional Procedures for Specific Reading Skills," g) "Treating Reading Difficulties," and h) "Evaluating Children's Reading Needs."

EVALUATION: A preassessment assists in routing the participant through the module. Each sub-objective has a preassessment and postassessment. A progress chart serves as a postassessment for the entire module.

■ DIAGNOSING GROUP OPERATIONS

DISTRIBUTOR: Indiana LEVEL: All
COST: $125.00 AUDIENCE: Tea.
RENTAL: $6.75

DESCRIPTION: This film answers the questions of why conflicts arise within groups and how to know when a group is in trouble. It treats one of the most difficult tasks for members of a working group — that of being a participant and an observer. Signs of conflict, withdrawal, fractionalism, and group indecision are pointed out along with their crippling effects on the group. The need for spotting problems and dealing with them quickly is emphasized. 16mm/b&w/30 min.
Part of Series: **Dynamics of Leadership**

■ DIAGNOSIS IN MENTAL RETARDATION, Joe Reed, Ron Britton, and Art Brill

DISTRIBUTOR: IUPUI-T.C. LEVEL: E. Ch., Elem.
COST: Consult Distributor AUDIENCE: Sp. Ed. Tea.

OBJECTIVES: Describe in writing 2 strengths and 2 weaknesses of 3 different diagnostic sources which are used in mental retardation assessment.

DESCRIPTION: This module (3 pages) provides instruction in multi-procedural assessment in diagnosis of mental retardation. Learning activities include: 1) discussing mental retardation assessment; 2) reading suggested materials — not provided in module; 3) reviewing a mentally retarded child's cumulative folder; and 4) devising own learning activity. Reading materials, which are required but are not provided, are: "Mental Retardation Assessment" handout (Joe Reed), "Sociocultural Factors in the Educational Evaluation of Black and Chicano Children" (Mercer), and "Is Much of Special Education Justified?" (Dunn).

EVALUATION: Written preassessment and postassessment are identical and are provided in the module. Criteria for evaluation are not provided.

■ DIAGNOSTIC EVALUATION OF READING PROGRESS, Joseph Malak

DISTRIBUTOR: Frostburg LEVEL: All
COST: $3.00 AUDIENCE: Tea.

OBJECTIVES: 1) Acquire knowledge of several diagnostic tools and techniques for diagnosing growth in each of several phases of reading development; and 2) use and interpret additional tools for exceptionally disabled children.

DESCRIPTION: This resource module (26 pages) presents a comprehensive list of those competencies considered necessary to develop high quality reading teachers. Each competency is listed with criterion behavior and learning experiences. Successful mastery of preassessment allows participant to bypass module. A bibliography of resource material is included.

EVALUATION: Preassessment criteria and suggestions for judging mastery of particular competencies by instructor are included.

■ DIAGNOSTIC MODULE D-2, Lewis J. Sinatra and Paul A. Andruczyk

DISTRIBUTOR: Buffalo T.C. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Explain the meaning of: a) general test validity, b) general test reliability, c) content validity, d) predictive validity, e) concurrent validity, and f) construct validity; and 2) explain the "rule of thumb" for questioning the validity and reliability of standardized tests.

DESCRIPTION: This module (23 pages) consists of a module format, preassessment package, and a learning package dealing with standardized tests and statistics. Learning alternatives include: 1) completing learning package, *The Basic Characteristics of a Standardized Test*, which contains narrative study material (14 pages) and accompanying exercises; 2) completing audio learning package (same content as written learning package); 3) reading excerpts from: a) *Research in Education* (Best); b) *Educational Psychology* (McDonald); c) *Basic Statistical Methods* (Downie & Heath); and d) *Simplified Statistics* (Koenker).

EVALUATION: The assessment booklet (4 pages) consists of essay questions and serves as both a preassessment and postassessment. Successful completion of preassessment allows the participant to bypass the module.

■ DICK — A FIFTH GRADER

DISTRIBUTOR: Indiana LEVEL: Elem.
COST: $110.00 AUDIENCE: Tea., Coun.
RENTAL: $5.25

DESCRIPTION: This film presents a candid view of a 5th grade pupil in a number of school situations. It is not intended to illustrate teaching methods or techniques. The purpose is to provide individual behavioral data for observation and analysis. Dick is followed through a school day. Significant interludes are shown from each of his activities. 16mm/b&w/21 min.
Part of Series: **Four Students**

■ DIET FOR SELF, Rodney A. Clark

DISTRIBUTOR: APT LEVEL: All
COST: $7.80/cassette; $8.50/reel AUDIENCE: All

DESCRIPTION: This tape explores 4 definitions normally included in an individual's concept of self: 1) how to be loveable, 2) how to be capable, 3) how to be meaningful, and 4) how to be autonomous. It expands the concept of the "fully functioning self" — discussing questions about the development of the fully functioning self in modern society characterized by rapid change.

■ DIGGING FOR BLACK PRIDE

DISTRIBUTOR: Indiana LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Coun., Tea.

DESCRIPTION: This film is narrated by Barbara Jackson, who is directing a project to renovate Weeksville — a 19th Century colony of free Blacks. She discusses the nature of her project — to rediscover Black heritage — and the 3 parts of the program: 1) urban archaelogy, 2) cultural program, and 3) educational and curriculum program. From the scientific aspect, archaeologists working on the project discuss their findings. Barbara Jackson is shown developing the education program as she works with a first grade class, teaching them Swahili terms, African chants and dances, and African history. Her goal is to teach these children to think "good thoughts about themselves." 16mm/b&w/20 min.

■ DISCIPLINE AND SELF-CONTROL

DISTRIBUTOR: GSA LEVEL: E. Ch.
COST: $35.00 AUDIENCE: Tea.

DESCRIPTION: This film discusses the problem of discipline in teaching and living with young children. The film shows how a teacher can establish control in a friendly climate and prevent disciplinary problems. It also discusses adequate supervision, outlines the dangers of over and under control, and visualizes how to help a child accept control. A Spanish translation is available. **The Audience Guide**, presenting the key principles of classroom discipline portrayed in the film, is available from Modern Talking Picture Services, Inc. (Regional addresses available from distributor.) **A Discussion Guide and Program Manual**, elaborating on the principles of preventing and dealing with trouble in the classroom, is available from the Office of Child Development, HEW, Washington, D.C. 20201. 16mm/b&w/25 min.

■ DISCIPLINE, HOW TO ESTABLISH AND MAINTAIN IT, Robert Schain

DISTRIBUTOR: Midwest LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Give, without reference, the correct definition of corrective discipline; 2) list general areas of disciplinary action; 3) give the combination of 5 persons a teacher should be in successful disciplinary techniques; and 4) achieve 90% on questions from *Discipline: How to Establish and Maintain It* by Robert Schain.

DESCRIPTION: This UNIPAC (2 pages) is a self-instructional module utilizing readings from *Discipline: How to Establish and Maintain It* (Schain) and "Discipline in the Classroom" from *Today's Education: NEA Journal*. (Not provided in module.) A self-test is provided.

EVALUATION: No pre- or postassessment is provided. A pencil- and-paper self-test is included, but no answer sheet is provided.

■ DISCOVERING DYNAMICS IN MUSIC

DISTRIBUTOR: BFA LEVEL: Elem.
COST: $170.00 AUDIENCE: Tea.

DESCRIPTION: This film shows how a primary class is introduced to the dynamics in music. The teacher is shown teaching the class a marching song and then having them respond to the dynamics using their voices and rhythm instruments. The class then listens to a recording that shows how composer, Jacques Ibert, uses dynamics in music; the class responds to this recording by clapping, marching, tiptoeing, walking, and stamping. The teacher uses the flannel board to demonstrate music symbols and principles. The concept of the steady beat is also presented to the class. 16mm/color/14 min.

■ DISCOVERING FORM IN ART

DISTRIBUTOR: BFA LEVEL: All
COST: $225.00 AUDIENCE: Tea.

DESCRIPTION: This film illustrates and defines the 5 basic forms in art — sphere, cone, cube, cylinder, and pyramid. It shows ways a teacher can demonstrate arrangements and techniques in order to develop a student's awareness of form. The following techniques are introduced, illustrated, and defined: 1) creating with the 5 basic forms by combining and varying proportions; 2) creating an illusion of volume on a 2-dimensional surface (painting and drawing), and 3) creating 3-dimensional forms from a variety of materials (sculpture, pottery, mobiles). The following terms are illustrated and defined: a) concave, b) convex, c) radial, d) simple, e) complex, f) open, g) diagonal, and h) irregular. This film may be used as a supplementary aid in the classroom. 16mm/color/21 min.

■ DISCOVERING MOOD IN MUSIC

DISTRIBUTOR: BFA LEVEL: Elem.
COST: $180.00 AUDIENCE: Tea.

DESCRIPTION: This film shows a teacher developing mood-awareness during a music lesson with her elementary class. The class sings a nostalgic song about autumn and a gay song about spring. Then they compare the moods of the music as to words, tempo, instruments, and major/minor modes. The class then discovers different moods of music by moving to portions of Donaldson's "Ballet Petit" and comparing children's drawings to the moods in the music. 16mm/color/15-1/2 min.

■ DISCOVERING RHYTHM

DISTRIBUTOR: UEVA LEVEL: E. Ch., Elem.
COST: $120.00 AUDIENCE: Sp. Ed. Tea.

DESCRIPTION: This film shows games and exercises that can be used to develop a sense of rhythm. The film demonstrates how visual and aural stimulation can evoke natural responses to the elements of rhythm — tension, release, and movement. Seven games or exercises are demonstrated by 2 young children: 1) *On Beat*, 2) *Off Beat*, 3) *Skips — Three Ways*, 4) *Follow the Leader*, 5) *March*, 6) *Rhythm in Things*, and 7) *Swinging Your Arms*. The film can be used as a supplementary aid in the classroom. 16mm/color/11 min.

■ DIVERSITY IN EDUCATION, David Stansfield

DISTRIBUTOR: NETCHE LEVEL: All
RENTAL: $60.00 AUDIENCE: All

DESCRIPTION: This 3-lesson instructional sequence is a multi-media presentation that focuses on: 1) what is meant by diversity in education, 2) the horrors of uniformity, and 3) what positive action can be taken to stamp out uniformity and work toward more diversity. Lesson No. 1, **The Importance of Being Different**, consists of an audiotape or reel-to-reel tape with workbooks (specify number needed when ordering). The last 2 lessons, **Panaceas and Pen-**

dulums and **The Continuum**, are color videotape presentations available on 1 inch and 1/2 inch videotapes.

■ DIVISION, National Council of Teachers of Mathematics

DISTRIBUTOR: UEVA LEVEL: Elem.
COST: $214.00 AUDIENCE: Tea., Par.

DESCRIPTION: This film helps the teacher understand and explain division through the use of sets and the ideas of multiplication. It points out that subtraction and division are based upon addition and multiplication respectively, and consequently they have similar properties. 16mm/color/29 min.
Part of Series: **Mathematics for Elementary School Teachers**

■ DIVISION ALGORITHMS, National Council of Teachers of Mathematics

DISTRIBUTOR: UEVA LEVEL: Elem.
COST: $214.00 AUDIENCE: Tea., Par.

DESCRIPTION: This film assists teachers in developing the concepts of the new mathematics. Lecture-presentations familiarize teachers with basic algorithm forms. It shows why many commonly used algorithms confuse elementary students. It outlines more meaningful division algorithms, based upon multiplication and subtraction. Classroom scenes show a teacher developing understanding of division algorithms. 16mm/color/29 min.
Part of Series: **Mathematics for Elementary School Teachers**

■ DO YOU READ ME

DISTRIBUTOR: NITC LEVEL: Elem.
COST: Cons[illegible] Distributor AUDIENCE: Tea.

DESCRIPTION: This videotape series examines many methods of teaching reading. It is designed to explain the philosophy and viewpoint of a particular approach. Each method's materials are presented. The special characteristics of each method is presented by a teacher who uses it; experts discuss the pros and cons of each method. The series consists of 15 2-inch videotapes (30 minutes each): 1) **The Automation Explosion**, 2) **Basal Readers I**, 3) **Basal Readers II**, 4) **Individualized Reading**, 5) **Initial Teaching Alphabet — I.T.A.**, 6) **Language and Reading Readiness**, 7) **Language Experience**, 8) **More Linguistic Approaches**, 9) **The Perceptual-Sensory Approach**, 10) **Phonic Supplements**, 11) **Programmed Instruction**, 12) **Some Linguistic Approaches**, 13) **Supplementary and Enrichment Materials**, 14) **Teaching Children of Different Cultures**, and 15) **Words to Color**.

■ DOROTHY HEATHCOTE TALKS TO TEACHERS: PART I

DISTRIBUTOR: Northwestern LEVEL: All
COST: $250.00 AUDIENCE: Tea.
RENTAL: $25.00

DESCRIPTION: This film presents a workshop conducted by Dorothy Heathcote. She explores the theory of improvised drama as a teaching tool for all classroom teachers. She analyzes her process by explaining and illustrating techniques for: developing materials, using dramatic elements, and segmenting ideas to achieve dramatic focus. 16mm/color/30 min.
Part of Series: **Dorothy Heathcote Teaching Series: Drama in Education**

■ DOROTHY HEATHCOTE TALKS TO TEACHERS: PART II

DISTRIBUTOR: Northwestern LEVEL: All
COST: $250.00 AUDIENCE: Tea.
RENTAL: $25.00

DESCRIPTION: This film presents a discussion led by Dorothy Heathcote. The discussion focuses on techniques of drama in the classroom. Questioning, story-line, universals, and brotherhood are examined. Drama is related to developing language and social skills, while teaching subject material. Dorothy Heathcote's education process is based on total involvement that ultimately modifies behavior. 16mm/color/32 min.
Part of Series: **Dorothy Heathcote Teaching Series: Drama in Education**

■ DRUG DECISION

DISTRIBUTOR: U. of Calif. EMC LEVEL: Mid.
COST: $360.00 AUDIENCE: Tea.
RENTAL: $23.00

DESCRIPTION: This film presents an overview of Lockheed's gaming and simulation techniques and intensive involvement procedures as applied to the classroom educational experience. A developer from Lockheed is interviewed on how his company placed gaming and simulation techniques in an 8th grade class through the Drug Decision Program. He outlines what is entailed in the 3-week, 5-phased program which includes intensive workbook study, audio-visual instructions, simulation games, and role-playing. Excerpts from audio-visual materials are shown, as well as scenes of classrooms responding to the program. Emphasis is given to how and why the program was developed; the goals behind the selection of each instructional procedure (case-study method, audio-visual instruction, programmed text, simulation games, and role-playing) are discussed. 16mm/color/30 min.

■ DYNAMICS OF CLASSROOM BEHAVIOR

DISTRIBUTOR: GPNITL LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Adm., Coun.

DESCRIPTION: This videotape series examines the principles of bringing about changes in student behavior through encouragement, application of logical consequences, group discussion, and use of group dynamics principles. Among the problems examined during the series are: learning and behavior, the slow learner, the underachiever, the acting-out and the passive student, and the exceptional and the handicapped child. Rudolph Dreikurs, Professor of Psychiatry, narrates the series. The series consists of the following 12 videotapes or video-cassettes, each 30 min/b&w: 1) **Necessity of Influence**, 2) **Recognizing Misbehavior Goals**, 3) **Positive Versus Negative Action**, 4) **Essence of Encouragement**, 5) **Democracy and Anarchy**, 6) **Collision Course of Education**, 7) **Motivation to Learn**, 8) **Story of Danny**, 9) **Key to Understanding**, 10) **Case Analyzation**, 11) **The Handicapped**, and 12) **Clarification and Evaluation**. A booklet of program summaries is available for $1.35.

■ DYNAMICS OF MULTICULTURAL SOCIETY, Lem L. Railsback and F. Allen Briggs

DISTRIBUTOR: Texas A&I LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Study, discuss, and report on participant's own culture and a culture other than his own; 2) select a point of cultural reinforcement/conflict and develop an instructional module to teach the point, adding bilingual elements; and 3) teach the bilingual module in either or both languages.

DESCRIPTION: This module (36 pages) provides insight into the process of cultural adaptation and develops skills in incorporating all cultures in the social studies educational process. Learning alternatives include: 1) reading enclosed articles; 2) discussing readings and results of preassessment; 3) investigating and developing activities for participant's culture and a culture other than his own; and 4) designating and teaching bilingual module. A flowchart directs the participant through the module. Enclosures include: a) preassessment instruments (forms and keys) — "What Do You Know about Mexican-Americans?" (1 page), "What Do You Know about Negroes?" (3 pages), "Sociological Beliefs and Feelings about the Black Family" (1 page), "What Do You Know about Texans?" (3 pages), and "What Do You Know about the Chicano Barrio?" (1 page); b) "Anthropology of Manners" by Hall (7 pages); and c) "Pictorial Perception and Culture" by Deregowski (7 pages); and d) module evaluation form (4 pages).

EVALUATION: The preassessment requires the participant to complete 5 instruments which measure cultural attitudes and awareness. The postassessment requires completion of the activities listed in objectives.

E

■ EARLY CHILDHOOD EDUCATION AND THE EXCEPTIONAL CHILD

DISTRIBUTOR: CEC LEVEL: E. Ch.
COST: $75.00 AUDIENCE: Adm., Sup.

DESCRIPTION: This cassette-album provides taped speeches and discussions from the Council for Exceptional Children's Invisible College on Early Childhood Education. Topics discussed include: 1) rationale for early childhood education, 2) comparison of preschool program models, 3) use of parent and citizen workers, 4) staff training, and 5) program implementation. The set consists of: a) five 60-minute cassette-tapes, b) 7 visuals which can be duplicated or made into transparencies, and c) a program brochure.

■ EARLY CLINICAL ASPECTS OF MENTAL RETARDATION

DISTRIBUTOR: Nat. Med. Ctr. LEVEL: All
COST: Consult Distributor AUDIENCE: Sp. Ed. Tea., Coun.
RENTAL: Free showing

DESCRIPTION: This film (M-664) explores prenatal and perinatal etiologic factors in mental retardation and concomitant environmental and psychiatric problems. It features a panel discussion of types of mental retardation responding to specific treatment.

■ EARLY RECOGNITION OF LEARNING DISABILITIES

DISTRIBUTOR: Nat. Med. Ctr. LEVEL: E. Ch., Elem.
COST: Consult Distributor AUDIENCE: Tea., Par
RENTAL: Free showings Sp. Ed. Tea.,

DESCRIPTION: This film categorizes areas in which learning abilities can be diagnosed: 1) coordination; 2) attention span, 3) perception — visual and auditory skills, and 4) abstract thinking. Contrasts and comparisons between normal children and children with learning disabilities are made, as they are shown engaging in physical activities, coloring, letter-folding, perceptual games, art work, and show-and-tell. Through interviews with parents and teachers, the film also points out the difficulties parents have in accepting these problems. The film ends with a look at the future of students with unrecognized learning disabilities. 16mm/color/30 min.

■ EDITING VIDEOTAPES USING SONY VIDEOTAPE MACHINES, Jane Simpson and Norma Slane

DISTRIBUTOR: Dallas LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Sup.

OBJECTIVES: Edit videotapes using Sony videotape machines.

DESCRIPTION: This module (8 pages) provides skill development in editing videotapes for purposes of deleting undesirable data and condensation of material. A flowchart directs the participant through the module. Enabling activities include: 1) assembling 2 videocorders and monitors; 2) threading recorders; 3) preparing the machines for recording; 4) editing the tape; 5) rewinding tapes; and 6) playing back edited tape. The module contains hints on editing and a diagram of the recorder-monitor system. An additional reference required for the module is *Operating the Video Tape Machine Module* (Dallas).

EVALUATION: Identical preassessment and postassessment require demonstrations of skill development to be evaluated by the instructor. No criteria for evaluation is provided.

■ EDUCATING EXCEPTIONAL CHILDREN

DISTRIBUTOR: Doane LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Sp. Ed. Tea., Tea.

OBJECTIVES: 1) Select and describe 5 types of children the participant would classify as being in the exceptional category; 2) review a minimum of 5 educational practices now evident in dealing with exceptional children; and 3) describe several instructional strategies to use with a child with: a) intellectual differences, b) physical differences, and c) emotional differences.

DESCRIPTION: This Depth Packet #17 (6 pages) develops skill in developing educational strategies for exceptional children. Learning experiences include: 1) reading numerous assigned readings, such as selections from: *The Teacher's Handbook* (Allen & Seifman), *Teaching Educable Mentally Retarded Children* (Kalstoe), *The Education of Exceptional Children* (Bradley), *Successful Methods for Teaching the Slow Learner* (Karlin & Berger), *Identifying Children with Special Needs* (Kough & Dehaan), and several others; 2) visiting a Remedial Reading Mobile, special education classes, and a program for the gifted; 3) listening to tapes on *Montessori* and *Special Education*; 4) viewing videotapes on *Educational Rhythmics Workshop*; 5) researching readings on grouping and visual perception to aid children in the classroom. Completion time: 8-10 hours.

EVALUATION: Preassessment is optional and consists of a conference with the instructor. The Proficiency Assessment consists of instructor evaluation of the student's achievement of the objectives through seminars, written papers, and discussions.

■ EDUCATION AND INNOVATION, Melvin P. Heller

DISTRIBUTOR: IDI LEVEL: All
COST: $39.95 AUDIENCE: Tea., Adm

DESCRIPTION: Melvin Heller narrates this cassette series. He explains the need for innovation and discusses some specific innovations, including team teaching, flexible scheduling, differential assignments, and independent study. In the 5 cassette tapes (2 sides each), the following topics are presented: 1) *Innovations: Real and Imagined*; 2) *Ingenuity and Change*; 3) *Teachers! Lead or Be Led*; 4) *The Curriculum Lag*; 5) *Teachers' Learn How to Humanize Education*; 6) *Team Teaching — Basic Concerns*; 7) *Flexibility in Scheduling*; 8) *Variation in Evaluation — What to Do about Grading*; 9) *Differentiated Assignments*; 10) *Individual and Independent Study*. The set is contained in a vinyl album.

■ EDUCATION: THE PUBLIC SCHOOLS

DISTRIBUTOR: Indiana LEVEL: All
COST: $125.00 AUDIENCE: Adm., Sch. Arch.
RENTAL: $6.75

DESCRIPTION: This film considers the forces that have influenced the form of our public schools. Among them are: the great mobility of our population; the increased number of school children in the past two decades; new educational theories, such as the idea of vocational training; increased government participation; building costs; and the new trend in architecture. Photographs of schools in use — of classes, assemblies, vocational training, sports activities, and the movement between classes — illustrates some of the problems the architect must keep in mind when designing a new school building. 16mm/b&w/30 min.

■ EDUCATIONAL ACCOUNTABILITY, Thomas Nagel and Paul Richman

DISTRIBUTOR: C.S.U.-San Diego LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Sup.

OBJECTIVES: 1) Write definition of the term — educational accountability; 2) describe 2 primary functions of an instructional supervisor who uses criterion-referenced strategy as described by Popham; 3) distinguish consistency between supervisory actions and/or decisions of criterion-referenced strategy; 4) classify systems as an instance of personal, professional, or public accountability; 5) describe 1 strength and 1 weakness of Popham's 3 forms of accountability; and 6) write sample accountability contract using 1 objective; and 7) describe initiation, negotiation, and evaluation for end of teaching sequence.

DESCRIPTION: This module (13 pages) is part of a module cluster — **Instructional Objectives**. (Modules — **Naming the Act, Determining Conditions and Setting Criterion for Objectives, Behavioral Domain**, and **Objectives in the Affective Domain** — are included in the first edition of this Guide.) This module contains a list of instructional alternatives for each objective. Completion time: 5 hours.

EVALUATION: Pencil-and-paper pre- and postassessment forms are provided.

■ EDUCATIONAL EXCELLENCE, Ouida Ploeger et al.

DISTRIBUTOR: Dallas LEVEL: All
COST: $3.40 AUDIENCE: Tea.

OBJECTIVES: Plan and implement a teaching lesson demonstrating competency in: a) identifying appropriate learning tasks for all learners, b) teaching to one objective at a time; c) identifying appropriate student behaviors to achieve the objectives, and d) incorporating learning theory into classroom practice to facilitate productive learning.

DESCRIPTION: This module (115 pages) develops an analytical approach for remediating specific instructional deficiencies and/or enhancing heretofore unidentified teaching skills. The module contains 4 parts consisting of sub-objectives, enabling activities, preassessments, and postassessments. The 4 parts are: 1) **The Appropriate Learning Task**, 2) **Behavior of the Student**, 3) **Behavior of the Teacher**, and 4) **The Teaching Act**. The module also contains 15 enclosures which accompany the enabling activities. Some of the topics dealt with in the enclosures include: a) suggestions for individualizing learning styles, b) basic sight vocabulary, c) structural analysis, d) phonetic analysis, e) context clues, f) reading assessment survey, g) lesson analysis considerations, h) a teaching model, i) essence of successful teaching, and j) notes from Madeline Hunter's Workshop on "The Science and Art of Giving Directions."

EVALUATION: An overall preassessment and postassessment are provided. Also preassessment and postassessments are provided for each sub-objective.

■ EDUCATIONAL MEASUREMENT, Thomas Nagel and Paul Richman

DISTRIBUTOR: C.S.U. San Diego LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) List and define 3 types of test validity; 2) define test reliability; 3) identify test items having cultural bias with reasons for position; 4) using test scores on ability, achievement, or personality, compute: a) means and range of score, b) reliability of test, c) type and degree of validity, d) norms of students, e) measurement of objectives by test items, f) cultural fairness of items, and g) use of test for better teaching.

DESCRIPTION: This module (10 pages) provides experience in utilizing and interpreting data from standardized tests. Documented previous experience allows participant to bypass module. Module contains a list of instructional alternatives and a sheet on "Using and Interpreting Standardized Test Data." Completion time: 8 hours.

EVALUATION: No preassessment is provided. Postassessment entails completion of project sheet.

■ EDUCATIONAL MEDIA KIT, Jerrold E. Kemp and Richard B. Lewis

DISTRIBUTOR: McGraw-Hill Book LEVEL: All
COST: $850/complete set; AUDIENCE: All
Indiv. kit prices listed below; $4.95/Guide Booklet

DESCRIPTION: This kit contains 18 individual sub-kits. The complete kit includes a variety of films, slides, transparencies, recordings, and other materials to serve as a basis for informing educational personnel about the newer resources available for teaching. Individual sub-kits include: 1) **Overview Film** (16mm film/$214.85); 2) **Display Surfaces** (31 slides/$32.30); 3) **Opaque Projection** (9 slides/$7.50); 4) **35mm Filmstrips** (8 slides/1 filmstrip/$11.80); 5) **16mm Motion Pictures** (4 slides/$3.15); 6) **Tape & Disc Recordings** (15 slides/1 tape recording/$26.90); 7) **2" x 2" slides**, (35 slides/1 tape recording/$45.00); 8) **8mm Motion Pictures** (11 slides/8mm cartridge silent film - Standard/$31.25); 9) **Overhead Transparencies**, (22 slides/15 transparencies - 10x10/1 mounted picture/$88.00); 10) **Language Laboratories** (1 16mm film/$85.00); 11) **Television** (1 16mm film/$154.35); 12) **Programmed In-**

struction (1 16mm film $115.00); 13) **Instructional Materials Center** (17 slides $17.50); 14) **Westward Movement** (28 slides 2 transparencies 1 16mm film clip 1 35mm filmstrip $90.00); 15) **Haiku Poetry** (19 slides 6 transparencies 1 tape recording $47.45); 16) **Concept of "Set,"** (17 slides 2 transparencies $12.30); 17) **Sound & the Human Ear** (12 slides 3 transparencies 1 16mm film clip $62.50); 18) **Rotary Combustion Engine** (10 slides 3 transparencies 1 16mm film clip 1 8mm silent cartridge film - Standard 8 & Super 8: $79.00).

■ EDUCATIONAL MEDIA — PRODUCTION, USE, AND EVALUATION

DISTRIBUTOR: Duane LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Par.

OBJECTIVES: 1) Interpret the various functions and philosophies a teacher must assume in using media for instructional purposes; 2) operate a 16mm projector, a slide/filmstrip projector, an opaque projector, a cartridge tape recorder, and reel-to-reel tape recorder; 3) analyze and list the various sources available for free instructional materials and purchasing and/or renting media; and 4) display competency in the use of a ditto machine.

DESCRIPTION: This Depth Packet #16 (8 pages) develops a background knowledge of the 16mm projector, slide and filmstrip projectors, transparencies, overhead projectors, tape recorders, ditto machines, and where to locate information concerning other instructional materials. Learning experiences include: 1) interviewing a classroom teacher to inquire about the role of media in his classroom; 2) visiting a school supply store; 3) previewing several school supply catalogs; 4) reading from extensive reading lists specifically divided under media categories; and 5) using *Audiovisual Equipment Self Instruction Manual* (Oates) to master skills in using equipment. Completion time: 10-15 hours.

EVALUATION: No preassessment is provided. Proficiency Assessment consists of a timed performance test over equipment usage skills, as well as a discussion with the instructor.

■ EDUCATIONAL OBJECTIVES, C. Mauritz Lindvall

DISTRIBUTOR: NETCHE LEVEL: All
RENTAL: $60.00 AUDIENCE: Tea.

DESCRIPTION: This 3-lesson sequence examines the role of objectives in all aspects of the teaching/learning process. The 3-lessons are: 1) **Formulation and Use**, 2) **Planning Lessons**, and 3) **Evaluation of Achievement**. Topics discussed include: a) criteria for clearly-stated objectives, b) editing objectives, c) organizing units of instruction based on objectives, d) designing and using hierarchies of objectives, e) individualizing instruction, and f) means of evaluation — oral tests, written tests, and observation. Lessons are available on 1 inch and 1/2 inch color videotapes.

■ EFFECTIVE BULLETIN BOARDS, PART I

DISTRIBUTOR: McGraw-Hill Films LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

DESCRIPTION: This color filmstrip develops a familiarity with the tools and materials used in bulletin board design and an understanding of layout techniques, color, and movement. It acquaints the teacher with procedures that may be followed to achieve interesting arrangements of visual materials on the bulletin board. It points out how color can be used to enhance the illustrations which are to become part of a bulletin board design. It suggests ways by which the viewer's eye can be directed logically from point to point throughout a bulletin board design.
Part of Series: **Teaching with Visual Materials**

■ EFFECTIVE BULLETIN BOARDS, PART II

DISTRIBUTOR: McGraw-Hill Films LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

DESCRIPTION: This color filmstrip emphasizes the development of interest through the frequent changing of bulletin boards and the varying of designs. It presents a number of ways of displaying 2-dimensional and 3-dimensional visual materials, as well as techniques for achieving 3-dimensional effects. It also suggests a number of appropriate lettering techniques. Included in this filmstrip are suggestions for classroom situations where bulletin board space is limited.
Part of Series: **Teaching with Visual Materials**

■ EFFECTIVE PLANNING, TEACHING, AND EVALUATION: AN APPLIED COURSE, James R. Young

DISTRIBUTOR: BYU-HS LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Precisely plan for making behavioral changes using "IS Planning Sheet"; 2) gather precise data on "Rate Computation Sheet"; 3) record data graphically on "Six Cycle Chart"; 4) analyze and interpret effectiveness of planning from chart.

DESCRIPTION: This module (27 pages) deals with the basic procedures of precision teaching. Lessons included are: 1) **IS Planning: Movement Cycles**; 2) **IS Planning: Program and Program Events**; 3) **IS Planning: Arranged Events and Arrangement**; 4) **IS Planning Sheet**; 5) **Performance Rate**; 6) **Rate Computation Sheet**; 7) **Recording: Days and Rates**; 8) **Recording: Record Floor, Zero, Joining Data Points**; 9) **Six Cycle Chart**; 10) **Analyzing Data: Mid Rates, "Best Fit Lines"**; 11) **Analyzing Data: Celeration Slope, Steps**; and 12) **Precision Teaching Projects**. Each lesson contains preassessment activities, learning activities, and evaluation criteria. Materials needed are *Precision Teaching Packet* and *Precision Teaching: A Basic Course in Procedures* (Young).

EVALUATION: First 11 lessons contain preassessments. An assignment pad accompanying module contains pencil-and-paper assessments on first 11 lessons. Final evaluation form is obtained from Home Study Office.
Part of Series: **Analysis of Inservice Problems**

■ EFFECTIVE QUESTIONING FOR CRITICAL THINKING, Don Baden and Lem L. Railsback

DISTRIBUTOR: Texas A&I LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Develop a list of questions and incorporate them in a bilingual, written lesson; and 2) teach and evaluate the lesson in either or both languages.

DESCRIPTION: This module (28 pages) develops skills in higher order questioning. Learning alternatives include: 1) reading enclosures on "Probing Questions" (3 pages) and completing the accompanying skill drill (3 pages); 2) reading selections from *Classroom Questions: What Kinds?* by Sanders and *Developing Teacher Competencies* by Cunningham (readings not included in the module); 3) completing worksheets in the module — "Worksheet on Formulation of Questions" (3 pages) and "Worksheet on Questioning Strategies" (3 pages); and 4) developing and teaching a lesson utilizing probing questions and evaluating the lesson using "Evaluation Sheet — Probing Questions" (1 page). A flowchart directs the participant through the module. Included in the module is an evaluation form for the module (4 pages).

EVALUATION: The preassessment and postassessment are identical and require the demonstration of teaching and the presentation of a written lesson to the instructor. Steps for remediation are provided.

EIGHT-MM FILM, ITS EMERGING ROLE IN EDUCATION

DISTRIBUTOR: GSA LEVEL: All
COST: $94.50 AUDIENCE: Tea.
RENTAL: $12.50

DESCRIPTION: This film explores the educational potential of 8mm film. It presents a sampling of activities in the field and suggests both the current state and future promise of the role of 8mm film in education. 16mm/color/28 min.

ELEMENTARY SCHOOL SCIENCE

DISTRIBUTOR: West Texas LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Demonstrate knowledge of science information; 2) plan three science lessons; 3) produce videotape of a science lesson taught to peers; and 4) plan and present a science lesson to students.

DESCRIPTION: I-PAC #50 (10 pages) is an individualized self-paced, laboratory-oriented series of exercises and experiences. Successful completion of preassessment allows student to bypass appropriate areas of science knowledge only. Learning experiences include: 1) attending introductory seminar; 2) developing work plan with faculty advisor; 3) reading 2 chapters from books listed in bibliography; 4) viewing 2 filmstrip tapes in *Science Information Kit* (obtained from Learning Center), 5) planning a science lesson around 3 science tasks; 6) producing videotape of science lesson taught to peers or students and attending critique of lesson with advisor; and 7) teaching lesson planned in step 5.

EVALUATION: Proficiency for completion of module is signed checklist provided in module.

ELEMENTARY SCIENCE METHODS — A MODULAR APPROACH, William R. Capie

DISTRIBUTOR: Georgia LEVEL: Elem.
COST: $1.20 AUDIENCE: Tea.

DESCRIPTION: In this manual (77 pages), William Capie describes the elementary science methods program developed in a modular approach and provides solutions useful in program conversion. Contents of the manual are: 1) **Modular Methods Course as a Field Center Component**, 2) **Development of a Modular Methods Program — Thoughts and Afterthoughts**, 3) **The Current Program**, 4) **Modules for Prospective Primary Teachers**, 5) **Modules for Prospective Intermediate Teachers**, 6) **Modules for All Students**, 7) **Representative Materials**, and 8) **Student Reactions**. Numerous flowcharts and diagrams are used to present the program.

ELIZABETHAN VILLAGE

DISTRIBUTOR: Time Life LEVEL: Elem.
COST: $250 indiv. films, AUDIENCE: Tea.
$1,600 series
RENTAL: $30 indiv. films, $200 series

DESCRIPTION: This film shows an English classroom which is an active place where children work individually and circulate freely during integrated play. One of the children brings a stamp to school with a picture of Queen Elizabeth I; this triggers an interest in the Tudors. The children visit an Elizabethan house in the neighborhood, engage in practical mathematics measuring beams, construct wattle and daub walls, weave rush matting, cook Elizabethan dishes, play Tudor music, write with quill pens, copy Elizabethan embroidery, collect herbs, write witches' spells, and give their own dramatic interpretations. 16mm/b&w/30 min.

Part of Series: **Expanding Classroom**

EMOTIONAL STYLES IN HUMAN BEHAVIOR

DISTRIBUTOR: U. of Calif. EMC LEVEL: Mid., High
COST: $120.00 AUDIENCE: Coun.,
RENTAL: $10.00 Tea., Adm.

DESCRIPTION: In this film-lecture, Dr. Richard Waller, psychologist, proposes a simplified way of understanding people. Basing his categories on the extent to which individuals accept or reject their tender and tough emotions, he develops 3 major types of people — the Thinker, Achiever, or Helper. He diagrams guidelines that show each type's evaluation of others, influences on others, occupational inclinations, and learning needs. He also shows what disturbs each type and how they react under stress. 16mm/b&w/24 min.

EMPHASIS: ART (2nd Edition)

DISTRIBUTOR: IFB LEVEL: Elem.
COST: $22.50 AUDIENCE: Tea.

DESCRIPTION: Three color filmstrips with a 12-page guide outline a sequence of art experiences for elementary school children and offer a variety of challenges in a wide range of art media. The filmstrips are made up of art created by children in the elementary grades. Each element and principle of art has been introduced at the child's level of understanding in order to make art expression more rewarding and to provide a firm foundation for further aesthetic growth. (The filmstrips are based on materials in *Emphasis Art: A Qualitative Art Program for the Elementary School*, second edition 1971, by Wachowiak and Ramsey, International Textbook Company, Scranton.) 3 filmstrips/44 frames each/color.

ENCOUNTERTAPES FOR PERSONAL GROWTH GROUPS, Betty Berzon and Jerome Reisel

DISTRIBUTOR: IDI LEVEL: All
COST: $119.95 AUDIENCE: All

DESCRIPTION: This 10-session program (each session 1-1/2 hours) is designed to provide each participant with a personal-growth experience. The program involves use of Encountertapes and writing materials. During the program participants evolve into a community where they risk trying new behaviors in the accepting atmosphere of the group. The program is generally used in groups whose members are 16 years old or older. The complete program consists of: a) Encountertapes, b) writing materials, c) coordinator's manual, and d) a carrying case. The set is also available with a

player recorder. Completion time: 15 hours.
Part of Series: **Interpersonal Communications Program**

END OF A MORNING

DISTRIBUTOR: EDC
LEVEL: E. Ch.
COST: $80.00
AUDIENCE: Tea.
RENTAL: $15/3 days

DESCRIPTION: Taken at Hilltop Head Start Center in Roxbury, Massachusetts, this film shows a classroom of 4-year-olds completing their morning's activities in an open classroom. A final segment catches the teachers evaluating what was accomplished. A related publication, *Moments in Learning*, is available for $.25. 16mm/b&w/16 min.

ENGLISH FOR ELEMENTARY TEACHERS: LANGUAGE

DISTRIBUTOR: NITC
LEVEL: Elem., E. Ch.
COST: Consult Distributor
AUDIENCE: Tea.

DESCRIPTION: This videotapes series provides knowledge about teaching English. It incorporates into open-ended dialogs the current curriculum thinking and research results in the fields of elementary education, grammar, and linguistics. Master teachers are shown demonstrating teaching techniques. The series consists of 15 2-inch videotapes (30 min. each): 1) **Applied Creative Teaching I**, 2) **Applied Creative Teaching II**, 3) **Children and Their Words**, 4) **Concepts of Usage**, 5) **Creating a Grammar — Preschool**, 6) **Creating a Sense of American Culture**, 7) **Creating a Sense of Meaning in Life — Enjoyment**, 8) **Creating a Sense of Indo-European Culture**, 9) **Dialect and Varieties of Language**, 10) **Giving Order to the Human World**, 11) **Means of Creation — Linguistics Demonstration**, 12) **Models of Creativity — Demonstration**, 13) **Non-Verbal Language**, 14) **Dialect Geography**, and 15) **Varieties of World English**.

ENGLISH FOR ELEMENTARY TEACHERS: LITERATURE

DISTRIBUTOR: NITC
LEVEL: Elem.
COST: Consult Distributor
AUDIENCE: Tea.

DESCRIPTION: This videotape series provides the elementary teacher with both practical and theoretical knwoledge about teaching English. It incorporates into open-ended dialogs the current curriculum thinking and research results in the fields of elementary education and literature. The series stimulates teachers to try new teaching techniques through observing unrehearsed demonstrations by master teachers. The series consists of 15 2-inch videotapes (30 min each): 1) **The Author's View of Children's Literature**, 2) **Awareness and the Imagination**, 3) **Creative Impulses Tapped— Feelings and Imaginations**, 4) **Creativity in Imagination**, 5) **Duality of the Imagination**, 6) **Imagination Revisited**, 7) **Individuality and the Imagination**, 8) **Metaphor**, 9) **Perspectives of the Imagination — Relationships**, 10) **Simile and Metaphor**, 11) **Perspectives of the Imagination — Comparisons**, 12) **Structures of the Imagination**, 13) **Symbolism**, 14) **Varieties of the Imagination**, and 15) **The Voice of the Imagination**.

ENTERPRISING INFANTS

DISTRIBUTOR: Time/Life
LEVEL: Elem.
COST: $250/indiv. films; $1,600/series
AUDIENCE: Tea.
RENTAL: $30/indiv. films; $250/series

DESCRIPTION: This film shows early introductions to reading, writing and mathematics at a primary school in England. Displays of pattern, color, shape and texture stimulate the children to communicate by painting, modeling, and writing. Sorting and counting lead to early mathematics. The head teacher explains her methods of keeping records of individual children's progress. The film also shows a lively discussion of space travel by some 7-year-olds. 16mm/b&w/30 min.
Part of Series: **Expanding Classroom**

EPILEPTIC CHILD

DISTRIBUTOR: Indiana
LEVEL: All
COST: $125.00
AUDIENCE: Tea., Par., Sp. Ed. Tea.
RENTAL: $6.75

DESCRIPTION: This film discusses the special problems confronting the child with epilepsy. Ignorance, superstitions, and half-truths are blamed for adding to the complexity of providing wholesome relationships for the epileptic. A mother of an epileptic child discusses the social problems arising from her child's affliction. Interviews with young epileptics illustrate their problems in securing jobs, driver's licenses, acceptance by peers and others, marriage and parenthood, etc. Filmed sequences point out the role of heredity in epilepsy and tell of counseling services available. Dr. William A. Cruickshank, Professor of Eduation and Psychology at Syracuse University, is featured. 16mm/b&w/29 min.
Part of Series: **Exceptional Child**

EVALUATING/INSTRUCTION

DISTRIBUTOR: Missouri-Columbia
LEVEL: All
COST: Consult Distributor
AUDIENCE: Tea.

OBJECTIVES: Assist in: 1) identifying current issues and philosophies of evaluation; 2) identifying and analyzing techniques and instruments for evaluating teachers' effectiveness; 3) developing understanding of ethics of evaluating staff members' performance; 4) understanding factors which influence selection and use of teacher evaluation techniques; and 5) developing ability to implement or reconstruct teacher evaluation procedures in school district.

DESCRIPTION: This Module Element 2.1 (61 pages) is designed to provide experiences for developing skill in assessing effectiveness of classroom teachers and implementing a program of teacher evaluation in schools. 20 behavioral objectives are listed with enabling activities and resources for each objective.

EVALUATION: Instructor-guided pre- and postassessments are required for each behavioral objective. Module has been field tested.

EVALUATING INSTRUCTIONAL PACKAGES, W. Kalenius and R. F. Latta

DISTRIBUTOR: WWSC
LEVEL: All
COST: Consult Distributor
AUDIENCE: Tea., Sup.

OBJECTIVES: 1) Given a table of pass-fail patterns, identify those places where both low task mastery occurred and reversal of sequence should be considered; 2) evaluate learning activity package (LAP) in a classroom setting; and 3) evaluate an instructional package, using a detailed evaluation form.

DESCRIPTION: This 28-page Learning Activity Package (LAP) # 8 discusses several methods for evaluating LAP's in the cognitive and affective domains and methods for gaining feedback for modifying LAP's. The participant reads narrative material in the module and completes practice exercises (answers provided). Results of the pretest and a prescription table route the participant through the module. Appendices include lists of supplemental materials and application materials — evaluating self-designed LAP. Completion time: 4 - 5 hours.

EVALUATION: The pretest and posttest are required and provided. Answer keys, evaluative criteria, and steps for remediation are provided.

Part of Series: **PAL System**

EVALUATING/MATERIALS & MEDIA (Part 1)

DISTRIBUTOR: Missouri-Columbia LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Sp. Ed. Tea.

OBJECTIVES: Assist in: 1) gaining familiarity with information courses on available materials and media; 2) gaining familiarity with special education instructional materials in each curriculum area; and 3) achieving success in implementation of instructional materials and media.

DESCRIPTION: This Module Element 3.1 (44 pages) is designed to assist in gaining proficiency in evaluation of instructional materials and media. 15 behavioral objectives are listed with enabling activities and resources for each objective.

EVALUATION: Instructor-guided pre- and postassessments are required for each behavioral objective. Module has been field tested.

EVALUATING/MATERIALS & MEDIA (Part 3)

DISTRIBUTOR: Missouri-Columbia LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Assist in: 1) gaining familiarity with information courses on available materials and media; 2) gaining familiarity with special education instructional materials in each curriculum area; and 3) achieving success in implementation of instructional materials and media.

DESCRIPTION: This Module Element 3.1 (44 pages) is designed to assist in gaining proficiency in evaluation of instructional materials and media. 15 behavioral objectives are listed with enabling activities and resources for each objective.

EVALUATION: Instructor-guided pre- and postassessments are required for each behavioral objective. Module has been field tested.

EVALUATING THE RETARDED CLIENT

DISTRIBUTOR: Kansas; Nat. Med. Ctr. LEVEL: All
COST: Consult Distributor AUDIENCE: Coun., Sp. Ed. Tea.

DESCRIPTION: This film helps evaluate the rehabilitative potential of retarded persons. Factors considered in determining a suitable vocational program are a medical evaluation, work history, and personal history. After a suitable program is chosen, a counselor will evaluate progress, continue counseling, and determine when the client is ready to attempt something new. 16mm/color/20 min.

Part II of Series: **Counseling the Mentally Retarded**

EVALUATION OF MODULARIZED CURRICULA, Lem L. Railsback

DISTRIBUTOR: Texas A&I LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Devise, develop, and apply evaluative criteria to selected pieces of instructional materials, while serving on committees as both a contributing member and a committee chairman.

DESCRIPTION: This module (36 pages) develops evaluative skills in determining the effectiveness of modularized instruction. Learning alternatives include: 1) reading "The Systematic Evaluation of Instructional Modules in Competency-Based Teacher Education Programs" (10 pages) by Jimmy Stothart and Wilford Weber; 2) reviewing and discussing the "Evaluative Checklist" (1 page), "Social Studies Curriculum Analysis Short Form" (15 pages), and "Partial Listings of Sources of Critiques, Evaluations, Recommendations, etc., of Curricular Materials, Programs, and Systems" (1 page); and 3) serving on committees to accomplish the module objectives. A flowchart directs the participant through the module. A module evaluation form (4 pages) is also included.

EVALUATION: The preassessment and postassessment are identical and require meeting the criteria stated in the objectives. Steps for remediation are provided.

EVELINE LOWE

DISTRIBUTOR: Time/Life LEVEL: Elem.
COST: $250/indiv. films; $1,600/series AUDIENCE: Tea., Adm.
RENTAL: $30/indiv. films; $250/series

DESCRIPTION: This film explores the uses of a new open plan school. Areas which lend themselves to many purposes have replaced the older architectural divisions of corridors and dining hall. Specially designed working bays and furniture emphasize the domestic, rather than the institutional, aspects of the school and reflect the relaxed relationships between children and adults. Parents are welcome visitors at any time. Consultant for the film is Mora Goddard of the Inner London Education Authority. 16mm/b&w/30 min.

Part of Series: **Expanding Classroom**

EVERYBODY WINS

DISTRIBUTOR: Bradley-Wright LEVEL: E. Ch., Elem.
COST: $210.00 AUDIENCE: Tea.
RENTAL: $25.00

DESCRIPTION: In this film, O. William Blake demonstrates how to help children develop the fundamental physical education skills — catching, throwing, kicking, and running. He shows: how to present activities in a developmental sequence; how to manage a large class and keep every child actively learning; how to analyze individual problems and give specific help; and how to use special materials to help the fearful or handicapped child. 16mm/color/22 min.

EVOLVING PATTERNS FOR SCHOOL SCIENCE FACILITIES

DISTRIBUTOR: NEA-Publ. LEVEL: High
COST: $7.50 AUDIENCE: Tea., Adm., Sch.Pl.

DESCRIPTION: This kit includes a filmstrip, a voice-on cassette tape, and a printed script. The filmstrip/tape presents highlights from the National Science Teachers Association's nationwide study of exemplary facilities for science education in secondary schools and of the patterns of instruction observed by the study team.

EXAMINING GOALS AND PURPOSES FOR RELEVANCY

DISTRIBUTOR: IDI LEVEL: All
COST: $47.95 AUDIENCE: Adm., Sup.

DESCRIPTION: Luvern Cunningham explores concepts drawn from research on organizations, bureaucratic structures, and how planned change effects the practicing administrator. This series goes on to discuss concerns of administrators in influencing change in school systems, in terms of organizational health and rules for organizational renewal. Observations by Dr. Cunningham are made on the principalship level and how teachers relate to partnership in preparation for administration. In the 6 cassette tapes, the following topics are presented: 1) *The Administrator and Change*, 2) *Schools as Bureaucratic Structures*, 3) *Effecting Change in School Systems*, 4) *"Healthy" School Organization*, 5) *Partnership in Preparation of Administration, Part I*, 6) *Partnership in Preparation of Administration, Part II*. The set is contained in a vinyl album.

■ EXCEPTIONAL CHILD

DISTRIBUTOR: NBC LEVEL: All
COST: Consult Distributor AUDIENCE: Sp. Ed. Tea.
DESCRIPTION: This film provides an on-site account of the work being done with perceptually-handicapped children at the Adams School. Various classroom situations at all grade levels are shown and narrated by the participating teachers. A staff psychologist discusses her role to assist the children in building up controls. Various teaching techniques are demonstrated: a) perceptual training, b) kinesthetic feedback, c) development of eye-hand coordination, and d) development of concentration and organization skills. The school also shows counseling sessions with the parents and with adolescent students to help both groups accept the differences of perceptual handicaps. 16mm/color/25 min.

■ EXCEPTIONAL CHILD

DISTRIBUTOR: Time/Life LEVEL: All
COST: $300.00 AUDIENCE: Tea., Sp. Ed.
RENTAL: $40.00 Tea., Par.
DESCRIPTION: This film deals with children who are not quite average, either in their natural abilities or in their rate of learning and adapting. It covers both the intellectually gifted and the not so gifted. A variety of recent medical and scientific research projects are investigated. Studies report on the possible causation of some delinquency or accident-prone children, superior intelligence, as well as such reactions as stuttering. 16mm/b&w/51 min.

■ EXPANDING THE EDUCATIONAL HORIZONS, Donald R. Cruickshank

DISTRIBUTOR: IDI LEVEL: E. Ch., Elem.
COST: $31.95 AUDIENCE: Tea.
DESCRIPTION: Dr. Cruickshank and his guest speakers discuss early childhood education as an integral part of the total curriculum and offer specific suggestions and techniques for improving this aspect of education. Also discussed are signs for recognizing learning disabilities in children and distinguishing them from children who are mentally or physically handicapped. The tapes describe techniques and approaches which allow children with learning disabilities to participate in the total school organization. A description of the elementary school of tomorrow emphasizes the expanding horizons of educational organizations and systems. The 4 cassette tapes present the following topics: 1) *Let's Look at Early Childhood Education*, 2) *Children's Literature*, 3) *Learning Disabilities*, 4) *The Elementary School of Tomorrow*. The set is contained in a vinyl album.

■ EYE OF A CHILD

DISTRIBUTOR: Time/Life LEVEL: Elem.
COST: $275.00 AUDIENCE: Tea.
RENTAL: $30.00
DESCRIPTION: This film follows children in the primary grades through a typical day at a special school for the blind in England. In classes they are taught the standard curriculum. They are taught to replace the vital faculty of sight with their fingertips and ears. The behavior of the children seems normal as they solve complicated logarithmic problems, run, jump, roller skate, climb trees, make beds, wash and dress, shine shoes, even play cricket. This report demonstrates that it is possible for the blind to lead normal lives and realize their full potential. 16mm/b&w/30 min.

■ EYNSHAM

DISTRIBUTOR: Time/Life LEVEL: Elem.
COST: $250/indiv. films; AUDIENCE: Tea.
$1,600/series
RENTAL: $30/indiv. films; $250/series
DESCRIPTION: This film visits an eight-class school, instructing children from 5-8 years of age. 160 children occupy a single working area divided into bays and centers of interest. Four qualified and four unqualified teachers cooperate to provide for these children. Each teacher supervises her own particular group of forty children and is responsible for noting the intellectual and social progress, while offering ready help to children not in her group. This film shows the remarkable spectacle of very young children working individually, weaving their way purposefully about the classroom, and acting as agents in their own learning. 16mm/color/30 min.
Part of Series: **Expanding Classroom**

F

■ FEARS OF TEACHING, PARTS I AND II, David Cahoon

DISTRIBUTOR: APT LEVEL: All
COST: $15/reel-to-reel; AUDIENCE: Tea., Sup.
$13.75/cassette
DESCRIPTION: This tape discusses the fears and anxieties common to the student teacher's situation, as well as those that seem to be inherent in the teacher's situation in general. Out of these experiences is developed the thesis: "that teacher-pupil relationships and performance in the classroom are pervaded by a kind of existential anxiety in which the worth and adequacy of both teacher and student is consistently threatened."

■ FEATHER

DISTRIBUTOR: ACI LEVEL: E. Ch., Elem.
COST: Consult Distributor AUDIENCE: Coun., Tea.
DESCRIPTION: This film is designed to stimulate sensitivity into children's emotions and reactions. The film presents the story of a young girl who finds a pheasant feather and her subsequent attempts to share it with her teacher, a friend, her father, and her brother. Her reactions to each person's rejection of her offer and the nature of the rejection provides topics for discussion on the adult role in working with children's sensitive natures. The film is accompanied by a discussion guide. 16mm/color/8 min.

■ FEEDBACK, Richard L. Ober et al.

DISTRIBUTOR: Panhandle LEVEL: All
COST: $34.35 AUDIENCE: Tea.

OBJECTIVES: 1) Give operational definitions for terms related to feedback concepts; 2) identify and tabulate feedback behavior as described in the "Feedback Checklist" in a classroom or on a video or audio recording; 3) identify and tabulate feedback cues intended to encourage and/or stimulate feedback in classroom or video or audio recording; and 4) demonstrate ability to control behavior to encourage and/or stimulate feedback behavior in actual or simulated classroom.

DESCRIPTION: This B-2 module (47 pages) enables the participant to become acquainted with the basic elements of the feedback mechanism and to master skills that encourage or stimulate it. Module contains a list of procedures and instructions for: a) completing a microsimulation exercise, b) viewing and discussing a filmstrip, c) collecting data using the checklist, and d) taping pretraining teaching behavior. Module price includes: a) 16mm color film, *Teacher-Student Interaction* ($30.00), b) a filmstrip, *What Is Feedback?* ($1.50), and c) an audiotape, *What is Feedback?* ($1.75).

EVALUATION: Written pre- and postassessments include answer keys. Observational data is checked with another participant or resource person.

Part of Module Cluster: **Presentation Skills for Teachers**

■ FEELIN'

DISTRIBUTOR: Argus LEVEL: Mid, High, Adult
COST: $8.50 AUDIENCE: All

DESCRIPTION: This game is designed to help people identify, clarify, and express personal feelings. Participants focus their attention on emotional responses that are evoked by various people and subjects that frequently are encountered or experienced in daily life. The game consists of 30 subject cards, a game board, and 36 wooden tokens. Players locate their feelings regarding various people and subjects by placing their wooden tokens in position on the board. The game can be played alone or with a maximum of 6 players. Complete directions are included. The game is suitable for group interaction and development.

■ FIELD SUPERVISORY TRAINING PROGRAM,
Robert Burrows et al.

DISTRIBUTOR: ISU LEVEL: Mid.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Learn and practice the knowledges, skills, and behaviors necessary to develop, implement, and evaluate curriculum for middle grade children; and 2) learn and practice the skills and behaviors necessary to facilitate the transmission of necessary knowledges, skills, and behaviors to the interns with whom the supervisor is working.

DESCRIPTION: This program (61 pages) develops general goals, competencies, and sub-goals in 5 areas: 1) **Curriculum Development, Implementation and Utilization**; 2) **Resource Utilization**; 3) **Critical and Creative Thinking: Developing the Thinking Process**, 4) **Communication Theory and Skills**; 5) **Gathering, Organizing, and Utilizing Data about Learner Behavior**. These areas and competencies have been designed to accomplish the tasks and responsibilities of supervision. Learning activities include: a) constructing exemplar curriculum units, b) sequencing content, c) designing and implementing learning experiences for the intern, d) simulating one alternative to today's schools, d) role-playing a sequence of faculty-administrative/supervisory dialogues, and f) using various evaluation forms while supervising trainee. Enclosures include: 1) "Criteria for the Teaching Unit" (1 page); 2) "Matrix for Analysis of Field Supervision Roles and the Relationship of the Field Supervisor Role Relationship with the Major Categories of Competency" (5 pages); 3) Minicourse 1: *Effective Questioning — Elementary Level* (Far West Laboratory/2 pages); 3) Minicourse 9: *Higher Cognitive Questioning* (Far West Laboratory/2 pages); 5) evaluation forms for "Set Induction," "Pacing," and "Closure"; 6) "Use of Classroom Environment Observation Record"; 7) "Pupil Interaction Observation Record" (2 pages); 8) "Linguistic Awareness Observation Record"; and 9) "Trainee Practices Observation Record" (3 pages).

Part of Series: **A Model Elementary Teacher Education Program for Social Science Majors**

■ FINDING OUT

DISTRIBUTOR: Time/Life LEVEL: Elem.
COST: $250/indiv. films; AUDIENCE: Tea.
$2,000/series
RENTAL: $30/indiv. films; $250/series

DESCRIPTION: This film shows 3 methods by which a child can be made to discover things for himself in a scientific way by: 1) exploring part of his environment and asking questions, no matter how random or unrelated; 2) accurately describing external experience and bringing his discoveries to the classroom or making them there; and 3) discussing and probing his experiences. 16mm/b&w/30 min.

Part of Series: **Discovery and Experience**

■ FINGER PAINTING

DISTRIBUTOR: NYU Film Lib. LEVEL: E. Ch.
COST: $195.00 AUDIENCE: Tea.
RENTAL: $12.50

DESCRIPTION: This film not only serves as an introduction to the use of finger paints by young children, but also emphasizes the need for understanding the language of behavior. Each child tells about himself by responding to and altering a situation to conform with his own personal idiom of behavior and his own pattern of personality. Opening sequences demonstrate the process of finger painting and show close-ups of a wide variety of paintings by children of nursery age. Most of the film concerns the responses of 9 children from 3-6 years of age in using the paints. The characteristic approach of each child to a new situation, his attitude toward the possible "naughtiness" of being messy, and his responsiveness to the creative opportunities offered by the paints are all cues to the understanding of personality. 16mm/color/22 min.

■ FIRST DAY

DISTRIBUTOR: EDC LEVEL: Elem.
COST: $115.00 AUDIENCE: Tea. Adm.
RENTAL: $20/wk.

DESCRIPTION: This film presents incidents from the opening day of the Lower School of the Massachusetts Experimental School System, under the localized leadership of the Committee for Community Educational Development. An institutional approach to human goals is presented. The start-up process of an urban open school and a staff discussion between the teachers involved are shown. The *Discussion Guide* accompanies the film. 16mm/b&w/35 min.

■ FIRST FOUNDATIONS

DISTRIBUTOR: Time/Life LEVEL: E. Ch., Elem.
COST: $250/indiv. films; $1,000/series AUDIENCE: Tea.
RENTAL: $30/indiv. films; $125/series

DESCRIPTION: This film is part of a series demonstrating the stages by which young children learn to understand, use, read, and write their mother tongue. Before a child is even able to speak, he communicates with his mother. Later, only a small part of communication is verbalized. This film was produced with J. N. Brittain, Reader in Education at the University of London. 16mm/b&w/30 min.
Part of Series: **Mother Tongue**

■ FLANNEL BOARD

DISTRIBUTOR: McGraw-Hill Films LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

DESCRIPTION: This filmstrip (color) shows how a flannel board can be used to create student interest. It shows the many different uses of the flannel board in the elementary and junior-senior high schools. It also includes suggestions for making a flannel board, lettering, arrangement, color, content, and purpose.
Part of Series: **Teaching with Visual Materials**

■ FORMULATING COMPLETE AFFECTIVE OBJECTIVES, Blaine N. Lee

DISTRIBUTOR: BYU-HS LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Write and use behavioral objectives in the area of attitudes and feelings.

DESCRIPTION: This module (32 pages) is divided into these topics: 1) **What Are Your Teaching Goals?**; 2) **What Are Approach and Avoidance Behaviors?**; 3) **How Do You Write a Complete Affective Objective?**; 4) **How Useful Are Your Affective Objectives?**; 5) **What Can You Use to Assess Attitudes?**; and 6) **Now What?** Each topic is developed with: a) an objective, b) preassessment, c) concepts to be learned, d) learning activities, and e) work to be submitted forms. Texts utilized are *Developing Attitude toward Learning* (Mager) and *Writing Complete Affective Objectives — A Short Course* (Lee and Merrill).

EVALUATION: Preassessment for each topic is optional and successful completion allows participant to go directly to evaluation section. A section of work to be completed for each topic is to be sent to instructor.
Part of Series: **Analysis of Inservice Problems**

■ FORMULATING USEFUL INSTRUCTIONAL OBJECTIVES, Ronald F. Malan

DISTRIBUTOR: BYU-HS LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Critique objectives in terms of instructional usefulness; 2) formulate objectives and adapt existing, deficient objectives to meet criteria; 3) analyze objectives into component concepts or skills and list sequentially accordingly; and 4) design test or evaluation items appropriate to learning level of objectives.

DESCRIPTION: This module (120 pages) is divided into eight lessons pertaining to instructional objectives: 1) **Key Elements in Instructionally Useful Objectives**; 2) **Objectives That Are Precise, Practical, and Significant;** 3) **Levels of Learning I: Lower Levels;** 4) **Levels of Learning II: Concept Classification**; 5) **Levels of Learning III: Problem Solving**; 6) **Using Cognitive Objectives in Instruction**; 7) **Using Psychomotor Objectives in Instruction**; and 8) **Using Learning Levels in Instruction**. Each lesson contains: a) objectives, b) preassessment, c) ideas to be learned, d) learning activities, and e) work to be submitted to instructor. A key to learning activities in lessons 1-6 is provided.

EVALUATION: All lessons contain a preassessment. Work is to be submitted to the instructor for each lesson.
Part of Series: **Analysis of Inservice Problems**

■ FOUNDATION FOR GROWTH

DISTRIBUTOR: GSA LEVEL: E. Ch., Elem.
COST: $119.25 AUDIENCE: Tea., Par.
RENTAL: $12.50

DESCRIPTION: This film emphasizes the need for early intervention in the training of the mentally retarded. Preschool activities are featured, but some progressive training activities are demonstrated that may have a beginning in preschool. The film was made in Scandanavia and England. 16mm/color/27 min.

■ FOUR LEARNING EXERCISES ON ROLE ENACTMENT

DISTRIBUTOR: Campus LEVEL: E. Ch., Elem.
COST: $100/each film AUDIENCE: Tea.
RENTAL: Consult Distributor

DESCRIPTION: This film series demonstrates various role enactment activities that teachers may implement to develop social interaction skills and personal development. A wide range of concepts related to role enactment are demonstrated. The series contains 4 films. 1) *What Happens When You Go to the Hospital* shows 4-year-old children playing out a child's recent hospitalization. 2) *Moat Monster* shows 4-year-olds playing out an episode of a child's dream about a sea monster. 3) *The City Builders* presents 5-year-olds using blocks and miniature life toys to show mutual benefits of working together, finding each others ideas stimulating, and exhibiting strong pride in their accomplishments. 4) *The Mayor Comes to Dinner* shows 8-year-olds participating in a give-and-take socio-dramatic play. 16mm/color/7-10 min. each.

■ FREEDOM TO LEARN

DISTRIBUTOR: NEA-Sound LEVEL: All
COST: $75/color; $35/b&w AUDIENCE: Tea., Adm.

DESCRIPTION: In this film a high school teacher defends her right to teach a controversial subject. Mrs. Orin outlines her reasons for teaching communism, as she appears before the school board. She reveals her philosophy of education — to open the minds of young people to fuller knowledge, so they become free men and women. 16mm/color & b&w/29 min.

■ FREEDOM TO THINK

DISTRIBUTOR: Time/Life LEVEL: Elem., Mid.
COST: $250/indiv. films; $1,000/series AUDIENCE: Tea.
RENTAL: $30/indiv. films; $125/series

DESCRIPTION: This film shows a variety of learning situations as part of the Nuffield Mathematics Teaching Project in England. Children tackle problems with a variety of methods: class lessons, group work, assignment cards, and individual work. Discussion is shown as vital in helping the

teacher evaluate how much the child fully understands. Assignment cards, which are often more interesting than standardized book work, are used to foster the forming of judgments and decision-making. Whatever method the teacher uses, the aim must be to give children the stimulus and freedom to think. 16mm/b&w/30 min.
Part of Series: **Children and Mathematics**

■ FROM HERE TO THERE

DISTRIBUTOR: U. of Calif. EMC LEVEL: All
COST: $150.00 AUDIENCE: Tea., Par.
RENTAL: $11.00

DESCRIPTION: This film demonstrates skill development in orientation and mobility of blind children. It begins with the blind child as he enters school and continues through high school. The film is intended primarily to aid in training teachers of the blind. It is also a fascinating, unemotional, and factual introduction to the problems of the blind for their sighted schoolmates, parents, and the general public. Top Award Winner. 16mm/b&w/25 min.

■ FROM TEN TO TWELVE

DISTRIBUTOR: McGraw-Hill Films LEVEL: Elem.
COST: $315/color; $185/b&w AUDIENCE: Tea., Coun., Par.
RENTAL: $17/color; $14/b&w

DESCRIPTION: This film provides insight into the nature of 10-12-year-olds who are not longer boys and girls, but instead, young individuals who are independent, sometimes responsible, often discerning, always testing, striving, living to the hilt, with deep currents of feeling often hidden from view. In the Jones family, the problems of discipline, guidance, and understanding that confront most parents are presented. The film also shows that much of the conflicting behavior of pre-teens is actually a normal part of their growth and development. 16mm/b&w/color/26 min.

■ FROM THE INSIDE OUT

DISTRIBUTOR: McGraw-Hill Films LEVEL: All
COST: $175.00 AUDIENCE: Tea.
RENTAL: $17.50

DESCRIPTION: This film — written and directed by black teen-agers of North Richmond, California — attempts to communicate to the white community the economic, social, and educational limitations of life in the ghetto. They say that the great changes in their community are taking place as a result of the efforts of young Blacks: a community day-care program, a permanent teen-age city board, and a boycott of Richmond High School. Penetrating statements are made by the black youth of today, who want an educated, healthy community based on "the black man's way of life." 16mm/b&w/24 min.

■ FUNCTIONAL TEACHING OF NUMBERS

DISTRIBUTOR: Perennial LEVEL: Elem.
COST: $275.00 AUDIENCE: Sp. Ed. Tea.
RENTAL: $27.50

DESCRIPTION: This film shows how mentally retarded children are taught the various aspects of numbers, numeral symbol recognition, the sequential order of numbers, the meaning of number value, and simple arithmetic. The film was produced in collaboration with Denver's Laradon School for Exceptional Children and demonstrates teaching devices and techniques. The methods are equally applicable to normal children. 16mm/color/31 min.

■ FUNCTIONAL TEACHING OF READING AND WRITING

DISTRIBUTOR: Perrenial LEVEL: Elem.
COST: $275.00 AUDIENCE: Sp. Ed. Tea.
RENTAL: $27.50

DESCRIPTION: This film develops a system of teaching reading and writing in special education classes. The educational approach with these trainable and educable retarded children is based on concrete, object-oriented methods. Relevant technical aids and specific techniques can be used to expose the student to a wide variety of experiences at his particular level of comprehension. A wide scope of motor and sensory stimulation is also demonstrated. The methods and materials are part of a program of functional teaching developed and utilized at Laradon Hall School for Exceptional Children in Denver. 16mm/color/23-1/2 min.

■ FUTURE SHOCK

DISTRIBUTOR: McGraw-Hill Films LEVEL: All
COST: $575.00 AUDIENCE: All
RENTAL: $35.00

DESCRIPTION: This film is based on the novel of the same name and provides a look at our fast-approaching superelectronic future — artificial men, thinking machines, genetic engineering. It looks at the implications these changes may hold for us. In their labs, scientists show experiments and prototypes that are paving the way for this new age. In contrast are views of the massive social disorder already unleashed by present-day technology. Throughout the film, commentary by Orsen Welles explores a wide range of modern thinking on the prognosis for this trend of too much change too fast. 16mm/color/42 min.

■ FUTURISTS

DISTRIBUTOR: McGraw-Hill Films LEVEL: All
COST: $325.00 AUDIENCE: All
RENTAL: $18.00

DESCRIPTION: This film interviews 12 famous scientists, economists, educators, and writers who give their opinions on what they think the world of tomorrow will be like. They stress the importance of human responsibility in channeling our knowledge toward the mental and physical welfare of all mankind. Interviewed are Sir Peter Medawar — zoologist, R. Buckminster Fuller — engineer, Daniel Bell — sociologist, Walter Sullivan — science editor, Bertrand de Jouvenil — economist, Dennis Gabor — physicist-inventor, and leading authorities from other fields. 16mm/color/25 min.

■ GASES AND AIRS IN THE CLASSROOM

DISTRIBUTOR: EDC LEVEL: Elem.
COST: $160.00 AUDIENCE: Tea.
RENTAL: $15/3 days

DESCRIPTION: This film shows the fifth or sixth session of a 5th grade class using the Elementary Science Study (ESS) unit, *Gases and Airs*. The film conveys the style of a classroom in which these experimental materials are used. The film outlines the informality and independence of the children's activity, the teacher's role, and specific activities of individual children. The following related materials are available: *Working Guide to the Elementary Science Study* ($3.00), *The ESS Reader* ($2.00), *An Interview with Bruce Whitmore* ($1.00), *An Interview with Dorothy Welch* ($1.00), and *An Interview with Pat Hourihan* ($1.00). 16mm/b&w/32 min.

■ GENERAL RELATIONSHIP IMPROVEMENT PROGRAM, Jerome Berlin and Benjamin Wyckoff

DISTRIBUTOR: IDI LEVEL: All
COST: $19.50 AUDIENCE: All

DESCRIPTION: This is a 10-session programmed experience for any 2 people, designed to help them explore basic behavioral exchange and improve communication. Based on a one-to-one relationship, participants discover what it means to show acceptance, respect feelings, share and respond to feelings, internalize concepts, and communicate more directly. Completion time: 10 hours.

Part of Series: **Interpersonal Communications Programs**

■ GENERATION GAP — CARL ROGERS

DISTRIBUTOR: Midwest LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Write Rogers' definition of generation gap; 2) define 1 method of bridging the generation gap; and 3) list what can be done to bridge the gap.

DESCRIPTION: This UNIPAC (3 pages) is a self-instructional module. Successful completion of the self-test enables the performer to move to the posttest. Quest activities include listening to Rogers' tape on *The Generation Gap*, writing own definition and comparing it with Rogers', and discussing the topic in small groups.

EVALUATION: No pretest is available. Self-test with key is provided. Posttest is administered by instructor. Module is now being field tested.

■ GEOMETRY I: AWARENESS GEOMETRY, Carol Dodd, Fadia Harik, and Donald R. Kerr, Jr.

DISTRIBUTOR: Indiana MEDC LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Compare 2 specific approaches to teaching geometry in the elementary school; 2) become aware of the geometric potential in the world; and 3) demonstrate understanding of various geometric aspects — points, lines, planes, triangles, and rectangles.

DESCRIPTION: This module (44 pages) contains 6 sections: 1) **Geometry Around Us**, 2) **Investigating Shapes**, 3) **Constructing Solid Shapes**, 4) **A Sagging Door — Stability of Shapes**, 5) **Geometry in the Elementary School**, and 6) **Approaches to the Teaching of Geometry**. Learning activities include: a) completing worksheets (provided in the module); b) reading suggested materials; c) participating in group work; and d) surveying sample elementary textbook pages.

Part of Series: **Mathematics Methods Program**

■ GEOMETRY MODULE I: CONTENT IN GRADES 1 THROUGH 6, O. Robert Brown et al.

DISTRIBUTOR: Georgia LEVEL: Elem.
COST: $.80 AUDIENCE: Tea.

OBJECTIVES: 1) Demonstrate understanding of elementary geometric concepts.

DESCRIPTION: This module (44 pages) consists of 9 sections: 1) **Basic Terminology**, 2) **Angles**, 3) **Parallel and Perpendicular Lines**, 4) **Triangles, Polygons, Circles**, 5) **3-Dimensional Figures**, 6) **Perimeter, Area, Volume**, 7) **Symmetry, Reflections, Rotations**, 8) **Congruence, Similarity, Scale Drawings**, and 9) **Coordinates, Graphs**. Pretests are provided for sections 1-3, 4-6, and 7-9; results of tests routes the user through module activities. Each section contains objectives with suggested references. Three sample pretests with keys are provided. Major references used for exercise completion are: teachers' editions of *Elementary School Mathematics* (Eicholz, et al.) and *Exploring Elementary Mathematics* (Keedy, et al.)

EVALUATION: Sample pretests, provided in module, are completed prior to asking instructor for actual pretest (not provided in module). Three content tests are also required, but not provided.

■ GEOMETRY MODULE II: ACTIVITIES FOR GRADES 1 THROUGH 6, Mary Ann Byrne et al.

DISTRIBUTOR: Georgia LEVEL: Elem.
COST: $1.00 AUDIENCE: Tea.

OBJECTIVES: 1) Modify and use various instructional activities which develop geometric skills.

DESCRIPTION: This module (65 pages) consists of 3 activity packages: 1) **Symmetry, Reflections, Rotations, and Coordinates**; 2) **Circumference of Circle, Area of a Circle, Area of a Triangle, and Volume of Rectangular Prisms**, and 3) **Constructions, Properties of Quadrilaterals, and Pythagorean Theorem**. Each package consists of 3 or 4 activities, a set of experiences, and exercises that can be adapted for the classroom. The participant works through each activity, role-playing the elementary student. Answers to activities are provided.

EVALUATION: Tests after each package are required but are not provided.

Part of Series: **Mathematics Education**

■ GIFTED CHILD

DISTRIBUTOR: Indiana
LEVEL: All
COST: $125.00
AUDIENCE: Tea., Par.
RENTAL: $6.75

DESCRIPTION: This film discusses the special problems of the gifted child and explains how these children differ in intellectual, emotional, and physical development. The importance of wholesome home and school activities in meeting their needs is stressed. Filmed sequences show negative influences in the home and school. A day in the life of a well-adjusted child is presented. Dr. Louis A. Fliegler, Professor of Special Education at Syracuse University, is featured. 16mm/b&w/29 min.
Part of Series: **Exceptional Child**

■ GIFTED CHILD

DISTRIBUTOR: Time/Life
LEVEL: All
COST: $350.00
AUDIENCE: Tea., Sp. Ed. Tea.
RENTAL: $35.00

DESCRIPTION: This film, made in England, shows new research into the ways gifted children think and use their imagination and new techniques of education. At the Yehudi Menuhin School young musicians are selected and educated. A mathematics class at a London school where brilliant young boys are working for scholarships to Oxford and Cambridge is shown. At an art center children are learning about science through art. Much information is offered to help the teacher cope with the problems of educating the exceptionally bright or talented child. 16mm/color/35 min.

■ GLASSER ON SCHOOLS

DISTRIBUTOR: Media Five
LEVEL: All
COST: $200.00
AUDIENCE: Tea.

DESCRIPTION: This film shows William Glasser, proponent of schools without failure, as he lectures and talks with an audience of 250 persons, at a group discussion of educators, and with a class of 15 college students. He reviews familiar problems in education and tells why they exist. He then suggests alternatives and reveals the key to his own thinking on related issues. Topics covered include: reality therapy, involvement, the purpose of education, the future of education, and the effect of today's educational philosophy on the student. A script guide accompanies the film. 16mm/color/20 min.

■ GOAL AND BEHAVIORAL OBJECTIVE WRITING FOR LEVEL III: TEACHERS & THERAPISTS, Herbert R. Padzensky and Jane Gibson

DISTRIBUTOR: State of Colorado
LEVEL: All
COST: Consult Distributor
AUDIENCE: Sp. Ed. Tea.

OBJECTIVES: Write learner goals and objectives for the moderately and severely retarded.

DESCRIPTION: This instructional package (132 pages) presents information on learner goals and develops skills in the development and use of learner objectives with severely and moderately retarded children. The package contains: 1) *Instructor's Guide*; 2) *Participant Manual* which consists of 5 units: a) "The Goal'den Opportunity," b) "Do You Have B.O.'s?," c) "T.O.'s and S's," d) "About Your Domain," and e) "Getting It Together"; 3) *Participant Workbook* which contains exercises and assessments for each unit and the criterion test for the package; and 4) *Supplementary Information* which contains workbook and test answers. The package is self-instructional and requires no outside assistance. Completion time: 9 hours distributed over 5-day period.

EVALUATION: Pretest and posttest are identical criterion tests. Answer key and criteria for evaluation are provided. Each unit also contains an assessment which controls progress through the package.

■ GOING BEYOND OBSERVATION, William Capie

DISTRIBUTOR: Georgia
LEVEL: Elem
COST: Consult Distributor
AUDIENCE: Tea.

OBJECTIVES: 1) Use activities to develop the skills of communicating and predicting with children; and 2) use graphing to develop concepts in elementary science.

DESCRIPTION: This module (25 pages) is an exercise in developing graphing skills and teaching them to children. A flowchart and results of the pretest route the participant through the module. Learning activities include reading and completing enclosures: 1) "Communicating and Predicting with Graphs" (16 pages), 2) "Teaching Graphing to Primary Children (1 page), 3) "Using Simple Graphs" (1 page), and 4) "Using Graphs in Science Teaching" (1 page). Answers to exercises are provided.

EVALUATION: The pretest is optional but is not provided. The instructor-graded posttest is provided. The revised version of the module will be available for the winter quarter, 1973.
Part of Series: **Teaching Elementary Science: A Modular Approach**

■ GOLDEN MOUNTAIN ON MOTT STREET

DISTRIBUTOR: Carousel
LEVEL: All
COST: Consult Distributor
AUDIENCE: Tea., Coun.

DESCRIPTION: This film depicts the Chinese-American's integration into American society. It documents the arrival in America of Chinese immigrants and follows the process of settlement in New York City. Various scenes provide insight into their problems, customs, schooling, and home life. 16mm/color/40 min.

■ GRADUATION DAY

DISTRIBUTOR: Kansas
LEVEL: Elem.
COST: Consult Distributor
AUDIENCE: Sp. Ed. Tea.

DESCRIPTION: This film describes a program which provides intensive training for profoundly and severely retarded children, teaching them personal and self-help skills. Children entering the program have little or no vocabulary and are first taught gross motor imitations, such as hand raising. Assistance is systematically reduced as increasingly complex skills are required, eventually preparing the child for later training in the imitation of speech sounds and articulation. 16mm/color/15 min.

■ GRAPHS

DISTRIBUTOR: Indiana MEDC
LEVEL: Elem.
COST: Consult Distributor
AUDIENCE: All

OBJECTIVES: 1) Interpret and construct graphs; 2) explain the use of graphs in classrooms; 3) construct and interpret a Cartesian coordinate system; 4) use a variety of scales and coordinate systems in constructing graphs; 5) list 3 different types of maps and the advantages and disadvantages of each; 6) create an original activity and use it with an elementary class; 7) use and interpret functions; 8) graph linear and quadratic equations; and 9) construct abstract graphs.

DESCRIPTION: This module consists of a 31-page guide

and a 55-page worksheet packet. The module contains 6 sections: 1) **Terminology and Construction**, 2) **Introduction to Coordinate Systems**, 3) **Locating Points**, 4) **Pedagogy**, 5) **Graphs of Functions**, and 6) **Abstract Graphs**. Activities include: a) attending presentations, seminars, and class discussions; b) completing exercises and worksheets; c) reading from suggested materials; d) viewing slide-tape presentations (only descriptions provided in module); e) surveying texts for types of graphs used with specific grade levels and for examples of functions; f) playing the *Function Machine* game; g) viewing film, *A Function is Mapping*. The work packet contains worksheets, audio-visual material descriptions, data sheets, and reading lists. A revised version of this module has been designed during the summer, 1973.
Part of Series: **Mathematics Methods Program**

■ GREG — AN EIGHTH GRADER

DISTRIBUTOR: Indiana LEVEL: Mid.
COST: $110.00 AUDIENCE: Tea., Coun.
RENTAL: $5.25

DESCRIPTION: This film presents a candid view of an 8th grade pupil in a number of school situations. It is not intended to illustrate teaching methods or techniques. The purpose is to provide individual behavioral data for observation and analysis. Greg is followed throughout a school day. Significant interludes are shown from each of his activities. 16mm/b&w/22 min.
Part of Series: **Four Students**

■ GREENBOOK SYSTEM FOR PROFESSIONAL TRAINING IN HIGHER EDUCATION (ALPHA)

DISTRIBUTOR: Kendall/Hunt LEVEL: College
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Describe an ideal higher education institution and employment; 2) examine examples of similar situations; 3) determine entry position needed; 4) analyze components of model entry position; 5) master with documentation each component; and 6) pursue strategy of job-hunting.

DESCRIPTION: This programmed kit is completely self-paced and designed to assist participants in planning for a job in higher education along with emphasizing skills necessary for actual job-hunting routine. Each participant's program is unique to his own situation. Contents of procedural guide include: 1) **Long Range Planning**, 2) **Models and Strategies**, 3) **Entry Position**, 4) **Job Analysis**, 5) **Internship**, 6) **Task Study**, 7) **Proficiency Learning**, 8) **Seeking a Position**, and 9) **Getting Started in Your Entry Position**. Materials in kit include: a) teacher's manual, b) 2 program-entry packets (audio visuals), c) student manual, d) student materials, and e) learning activity package. (Greenbag). Single copies of Greenbag available at *Sedro-Wooley Courier Times*, Dept. G, 807 Metcalf, Sedro-Wooley, Washington, 98284.

EVALUATION: Pre- and posttest are not part of the program. It may be used as a college level course.

■ GREENBOOK SYSTEM FOR PROFESSIONAL TRAINING IN HIGHER EDUCATION (GAMMA)

DISTRIBUTOR: Kendall/Hunt LEVEL: College
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Increase professional skills of teachers, librarians, and higher education managers by: a) studying own institution and community; b) identifying own professional commitments and analyzing them; c) evaluating competency in each part of own position; and d) using one of several strategies to bring all competencies to a level that satisfies self and contractual obligations.

DESCRIPTION: This programmed kit is completely self-paced and designed to assist participant in bringing all competencies to a satisfactory level. Each participant's program is unique to his own situation and needs. Contents of procedural guide include: 1) **Your Professional Position**; 2) **Job Analysis**; 3) **Task Study**; 4) **Proficiency Learning**; and 5) **Decisions**. Materials include: a) teacher's manual, b) program-entry packets (audio-visuals), c) student manual, d) student materials, and e) learning activity packages (Greenbag). Single copies of Greenbag available at *The Sedro-Wooley Courier Times*, Dept. G, 807 Metcalf, Sedro-Wooley, Washington, 98284.

EVALUATION: Pre- and posttest are not parts of program. Kit may be used as college level course.

■ GROSS MOTOR DEVELOPMENT — PART I

DISTRIBUTOR: Sterling LEVEL: E. Ch., Elem.
COST: $135.00 AUDIENCE: Sp. Ed. Tea.

DESCRIPTION: This film demonstrates techniques for helping a student develop control of gross muscles through improvement of coordination and balance. The techniques are developed in 5 segments utilizing the activity of ball bouncing. The skills progress in complexity from simple drop-and-catch, to wall bouncing, to bouncing the ball in a rhythm pattern. The film may be used to demonstrate motor skills to the class, as well as to demonstrate teaching techniques to the teacher. 16mm/color/10 min.

■ GROSS MOTOR DEVELOPMENT — PART II

DISTRIBUTOR: Sterling LEVEL: E. Ch., Elem.
COST: $90.00 AUDIENCE: Sp. Ed. Tea.

DESCRIPTION: This film demonstrate various techniques for developing an awareness of the relationship of body movement to space. It consists of 4 segments: 1) Skipping with Hula Hoop, 2) Hula Whoops (jumping and rolling with hoops, 3) Ladderama (classroom ladder exercises), and 4) Tunnel Twosome (use of a series of different size boxes). The film may be used to demonstrate motor skills to the class, as well as to demonstrate teaching techniques to the teachers. 16mm/color/8 min.

■ GROUNDS FOR LEARNING: THE SCHOOL SITE AS AN EDUCATION RESOURCE

DISTRIBUTOR: NEA-AAHPER LEVEL: All
COST: $39.50 AUDIENCE: Adm., Sch. Plan.

DESCRIPTION: This slide/tape presentation (80 slides/15 minutes) is designed to encourage development and utilization of the school site as an educational resource — with special emphasis on provision for environmental and physical education, recreation, community parks, and open space. Guidelines are included, as well as examples of successful development programs involving communities in Michigan, Washington, D.C., and California. The programs are based on a study conducted by American Facilities Laboratory. A script guide accompanies the presentation.

■ GROUP DEVELOPMENT, Donald L. Flory

DISTRIBUTOR: APT LEVEL: Elem.
COST: $33.50/reel; $30.00/cassette AUDIENCE: Te

DESCRIPTION: In a series of 4 taped discussions, an educational theorist and an elementary school teacher explore the ways a class of children become a group, the kinds of groups they can form, and the advantages and disadvantages found in the group.

■ GROWING MIND

DISTRIBUTOR: Time/Life LEVEL: Elem.
COST: $250/indiv. films; $2,000/series AUDIENCE: Tea.
RENTAL: $30/indiv. films; $250/series

DESCRIPTION: This film helps teachers understand what kind of teaching situations will foster the growth of thinking in children at various age levels. It covers the major stages of a child's thinking to show how he absorbs experience. The theories of Piaget and others are introduced, relating them to the need for elementary education based on activity, discussion, and the growth of social relationships. Four stages are presented: 1) Sensory-Motor Development (from birth to 18 months) — during this period, the concepts of space, time, and the permanence of objects are established; 2) Pre-Conceptual Stage (18 month/2 years to 4-1/2 years) begins with the child pretending with his toys or himself; 3) Intuitive Stage (4-1/2 years to 7 years) — the child's judgment still depends on what he sees; and this is the stage where the workshop classroom, discussion, and activity can begin to benefit the child; and 4) Concrete Operations (7 to 12 years) — the child at this age is able to formulate some concepts and make increasingly complex classifications as he progresses through action, exploration, and experience to thinking and imagination. 16mm/b&w/30 min.

Part of Series: **Discovery and Experience**

■ GROWING OF A YOUNG FILMMAKER

DISTRIBUTOR: NEA-AECT LEVEL: All
COST: $95.00 AUDIENCE: Tea.
RENTAL: $10.00 (from NEA Sound Studios)

DESCRIPTION: This film is a documentary about a high school drop-out, Raymond Esquilin, and some films he has made. Scenes from the movies accompanied by his narrative reveal how his attitudes toward learning changed from apathy to zeal through his movie-making experience. The film provides a study for teachers who want to use films to broaden their student's interests and skills in communication. A guide accompanies the film. 16mm/b&w/17 min.

■ GROWING UP IN A SCARY WORLD

DISTRIBUTOR: U. of Calif. EMC LEVEL: E. Ch.
COST: $480.00 AUDIENCE: Tea., Par., Coun.
RENTAL: $13.00

DESCRIPTION: This film shows a group of 4- and 5-year-olds in a nursery school during the spring of 1970. They are provided a small sandbox and a number of small toys in order to see how young children use spontaneous play during a time of stress in the world around them. The mini-world sandbox is shown in detail: families of dolls, vehicles of many types, wild and farm animals, soldiers, policemen, firemen, cowboys, etc. The children's play is analyzed with a discussion including such topics as: 1) sex differences in play; 2) what play reflects war or violence; 3) how much young children really understand the world around them; and 4) the various social relationships which have emerged. 16mm/color/15 min.

■ GROWING UP SAFELY

DISTRIBUTOR: McGraw-Hill Films LEVEL: E. Ch., Elem.
COST: $305.00 AUDIENCE: Tea., Par.
RENTAL: $17.00

DESCRIPTION: This film shows how children can grow up safely by following a rule-of-thumb pattern which is based on a correlation of safety techniques and the child's level of development. This film emphasizes how parents and teachers can protect children from the physical and psychological damage that comes from even a minor accident. It emphasizes that the foundations for responsiblity for their own safety must be laid early, so that children will be ready to meet the dangers that are commonly encountered in modern life as they grow older and leave the protection of the narrow environment of the home. 16mm/color/25 min.

■ GROWING UP WITHOUT SIGHT, Dorothy Burlingham et al.

DISTRIBUTOR: NYU Film Lib. LEVEL: E. Ch., Elem.
COST: $175.00 AUDIENCE: Sp. Ed.
RENTAL: $12.50 Tea., Par.

DESCRIPTION: This film demonstrates that good functioning can be achieved by highly intelligent blind children who have no additional handicap. Three blind children are followed through a morning's experience in a small day nursery for the blind. The teacher's role in furthering their play and mutual interaction is outlined. The importance of noting any mark of independence in the children and of giving them scope to pursue what they initiate is stressed. A method of slowly displacing mannerisms common to the blind to more acceptable activities is also illustrated. The film is suitable for mothers of blind children and professional workers. 16mm/b&w/20 min.

■ GROWTH OF INTELLIGENCE IN THE PRESCHOOL YEARS

DISTRIBUTOR: Sterling LEVEL: E. Ch., Elem.
COST: $300.00 AUDIENCE: Tea.

DESCRIPTION: [illegible] based on how the thinking processes grow in the [illegible] years. Children from 3 to 6 years are presented with tasks which reveal how they are thinking as they sort objects, put them in one-to-one correspondence, or arrange them in order of size. The interview material also clarifies certain Piagetian terms. 16mm/color/30 min.

Part of Series: **Piaget's Developmental Theory**

■ GUIDANCE AND COUNSELING

DISTRIBUTOR: Doane LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Coun.

OBJECTIVES: 1) Describe the nature of and need for a minimum of 5 services which should be offered to students, teachers, administrators, and parents through an effective program of guidance and counseling; 2) discuss the nature and uniqueness of a counseling relationship; 3) describe specific ways a teacher can use the services of a counselor to help make classroom instruction more effective; 4) discuss specific activities to counsel for post-high school endeavors and a philosophy of life; 5) demonstrate understanding of the use of a cumulative folder; and 6) write a critique of the guidance and counseling program experienced as the participant attended public schools.

DESCRIPTION: This Depth Packet # 12 (4 pages) provides an overview of the services which are offered through the guidance program and an outline of the teacher's role in the guidance process. Learning activities include: 1) reading *Principles of Guidance* (Jones, Stefflre, & Stewart), *Techniques of Guidance — An Approach to Pupil Analysis* (Gibson & Higgins), *Organizing for Effective Guidance* (Hollis & Hollis), *Guidance for Children in Elementary Schools* (Hill & Luckey), *The Work of the Counselor* (Tyler), and *Guidance Services in Schools* (Froehlich); and 2) interviewing a professor on his views on the guidance and counseling process. Completion Time: 10-13 hours.
EVALUATION: Preassessment is optional and consists of a conference with the instructor. Proficiency Assessment consists of responding to objectives orally or in writing for instructor evaluation.

GUIDANCE FOR SEVENTIES: KIDS, PARENTS, PRESSURES

DISTRIBUTOR: BFA LEVEL: Mid, High, Col.
COST: $225.00 AUDIENCE: Tea. Par.

DESCRIPTION: This film shows teenagers attending a seminar to identify some of the everyday pressures and tensions that confront them. With the help of qualified instructors, they learn they are in control of their own attitudes and work out positive and effective ways of improvement. 16mm/color/16 min.

GUIDE TO CLASSIFYING AND WRITING INSTRUCTIONAL OBJECTIVES, Kenneth E. Shibata et al.

DISTRIBUTOR: V.I.P. LEVEL: All
COST: $1.50 AUDIENCE: Tea.

OBJECTIVES: 1) Explain the need for using instructional objectives; 2) recognize properly stated objectives; 3) classify instructional objectives in one of the 3 domains — psychomotor, cognitive, or affective; and 4) write properly stated instructional objectives stressing each of the 3 domains.
DESCRIPTION: This instructional package (15 pages) provides instruction in 6 sections: 1) **Why Objectives?**, 2) **The Three Domains**, 3) **Six Categories of the Cognitive Domain**, 4) **The Affective Domain Categories**, 5) **The Psychomotor Domain Categories**, and 6) **Writing Instructional Objectives**. The module contains 2 objective practice exercises with answer keys provided. Three practical worksheets — "Stressing the Cognitive Domain," "Stressing the Affective Domain," and "Stressing the Psychomotor Domain" — are also provided.

GUIDE TO IMPLEMENTING TEACHER SELF-APPRAISAL, Kenneth Shibata and Curt Crandall

DISTRIBUTOR: V.I.P. LEVEL: All
COST: $1.75 AUDIENCE: Adm., Sup.

OBJECTIVES: 1) Become familiar with administrative techniques for adopting the Video Inservice Program in a local school system; and 2) develop knowledge of techniques in assisting teacher self-appraisal utilizing video instant replay television.
DESCRIPTION: This instructional package (17 pages) consists of 2 parts: 1) **Administrative Techniques for Adopting the Video Inservice Program in a School System** and 2) **Techniques in Assisting Teacher Self-Appraisal**. The package contains narrative instructional materials and outlines techniques to be utilized. Enclosures include a "Diagram on Self-Appraisal" and "Videotape Hints."

H

HANG UP — THE GAME OF EMPATHY

DISTRIBUTOR: SES LEVEL: All
COST: $15.00 AUDIENCE: Tea.

DESCRIPTION: This board game for 2-6 players emphasizes empathy in interpersonal relations. Personal hang-ups are revealed in "black/white stress situations." The game includes *Logic of the Game* booklet and guide for discussion. It is especially useful for organizational development.

HARMONIZING QUESTIONS AND ACTIVITIES USED BY TEACHERS WITH THE LEVEL OF COGNITIVE BEHAVIOR EXPECTED OF PUPILS, Elmer Williams

DISTRIBUTOR: Georgia LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Given a selection of information to serve as a basis for a lesson: a) write behavioral objectives for the lesson that reflect four levels of Bloom's *Taxonomy*; and b) write a question for each objective indicating the type of pupil thinking required; and 2) use an audiotape of a student lesson to: a) classify the cognitive level of teacher's questions; and b) draw conclusions concerning teaching from classification's findings.
DESCRIPTION: This module (61 pages) develops the ability to write precise behavorial objectives and match the thinking level of behavioral objectives with thinking expected from students. It is divided into Part I **Behavioral Objectives**, Part II **Bloom's Taxonomy of Educational Objectives**, and Part III **Matching Cognitive Level of Objectives and Teacher Questions**. Each part contains descriptive material and activities to test understandings.
EVALUATION: Postassessment for Objective 1 consists of writing behavioral objectives for a selection contained in the module and completing terminal activity form. For Objective 2 student must record on tape a social studies lesson to be evaluated in module on evaluation.

HEAD START TO CONFIDENCE

DISTRIBUTOR: GSA LEVEL: All
COST: $28.00 AUDIENCE: Tea.

DESCRIPTION: This film illustrates the vital need for every child to have a sense of his own importance and worth as a person. It shows many ways teachers can build self-confidence through useful tasks. A Spanish translation is available. *Audience Guides* in bulk, will be sent with the film upon request. *A Discussion Guide and Program Manual* to be used with or without the film has been developed for use by program directors or discussion leaders. Order from Office of Child Development, HEW, Washington, D.C., 20201. 16mm/b&w/20 min.

■ HEAR US O LORD

DISTRIBUTOR: Indiana LEVEL: All
COST: $360/color;$210/b&w AUDIENCE: Tea., Adm.
RENTAL: $15.50/color; $11.25/b&w

DESCRIPTION: This film presents School District 151 in Cook County, Illinois, which became the first incorporated suburb in the nation ordered to desegregate its schools by means of bussing. To look at the responses of those involved, reporters spent much time with the Dan Lang family and their neighbors in South Holland, Illinois. Many parents petitioned to keep schools closed, awaiting an appeal from the district court. Mr. Lang did not want his children going to school with black children because, as he said, "they live differently, they dress differently, and they think differently." 16mm/color or b&w/51 min.

■ HELP FOR MARK, Victor L. Baldwin and H. D. Bud Fredericks

DISTRIBUTOR: ACC LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Sp. Ed. Tea., Tea.

DESCRIPTION: A basic introduction to the principles and practice of behavior modification is presented and explained to the mother of a moderately retarded child. Interaction of the individual in his environment is emphasized, and techniques and types of reinforcement are shown. Several psychologists discuss the use of reverse chaining and primary reinforcement in teaching the retarded to dress and feed themselves. The problems arising from the reinforcement of undesirable behavior are shown, as is the need for maintaining detailed records of the child's behavior and progress during training. Actual scenes of retarded children's behavior before, during, and after training is shown. 16mm/color/17 min.

■ HELPING STUDENTS LEARN BY THE INQUIRY OR DISCOVERY METHOD,
Lyal E. Holder

DISTRIBUTOR: BYU-HS LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Describe own major teaching style and knowledge of inquiry methods; 2) describe evidence of student affective growth; 3) state rules and preassessment procedures for Suchman Model Inquiry (SMI); 4) teach SMI lessons; 5) teach 3 Expanded Model Inquiry lessons (EMI); and 6) describe similarities and differences between "usual," SMI, and EMI methods.

DESCRIPTION: This module (40 pages) assists teachers in developing indirect teaching methods, giving students more responsibility by asking better questions, and organizing activities to help students solve problems independently. Lessons included are: 1) **Getting Acquainted**; 2) **Assessing Affective Behavior**; 3) **Suchman Model Inquiry Rules and Procedures**; 4) **Teaching SMI Inquiry**; 5) **Teaching EMI Inquiry**; and 6) **Inquiry — How Does It Compare?** Each lesson contains: a) objectives, b) ideas to be learned, c) preassessment, d) learning activities, and e) evaluation. Materials required but not provided are: ***Developing Attitude toward Learning*** (Mager), ***Creative Encounters in Classroom*** (Massialas and Zevin), and an excerpt from ***A Behavioral Approach to Teaching*** and cassette tapes for recording.

EVALUATION: Lessons 2-6 contain stated preassessments. Evaluation forms for all 6 lessons are provided with module. Part of Series: **Analysis of Inservice Problems**

■ HEY, LOOK AT ME!

DISTRIBUTOR: NEA-AECT LEVEL: Elem.
COST: $135.00 AUDIENCE: Tea.
RENTAL: $9.00 (from NEA Sound Studios)

DESCRIPTION: This film shows scenes from a visual literacy program in which elementary children are making their own films in a rural Appalachian area. The film shows how they learned to see their surroundings and learn from these surroundings through the eye of a movie camera. The children develop a new interest in old things. Film clips of the children's work are shown. 16mm/color/12-1/2 min.

■ HIGH CONTRAST PHOTOGRAPHY FOR INSTRUCTION

DISTRIBUTOR: Indiana LEVEL: All
COST: $100/color; $50/b&w AUDIENCE: Tea.
RENTAL: $4.00/color; $2.75/b&w

DESCRIPTION: This film demonstrates the use of high contrast photography in the preparation of: 1) 2"x2" and 3-1/4"x4" negative and positive slides, 2) transparencies, 3) overlays for overhead projectors, and 4) paper prints for use in opaque projectors. The basic steps of setting up to photograph materials on high contrast film are shown, as well as processing the film. This type of photography in preparation of audio-visual materials is applicable to a variety of subject-matter areas. 16mm/color and b&w/12 min. Part of Series: **Preparation of Audio-Visual Materials**

◣ HIGH SCHOOLS FOR THE REAL WORLD,
George C. Giles and Emanuel Hurwitz

DISTRIBUTOR: IDI LEVEL: High
COST: $39.95 AUDIENCE: Tea., Coun., Adm.

DESCRIPTION: This cassette series describes what is happening in today's high schools. George Giles and Emanuel Hurwitz talk with high school students, teachers, and education specialists, discussing their attitudes and feelings about the real world of today's high schools. They also discuss changes and solutions, such as the integrated high school and the high school without walls. The 5 cassettes (2 sides each cover the following topics: 1) ***Rapping with Recent Graduates***, 2) ***The Alternative Culture and High School Drop-Outs***, 3) ***Social Involvement and Protest in the High School***, 4) ***The Central City High School: Chaos and Promise in Black Education***, 5) ***The Rural High School***, 6) ***Suburban High Schools at the Crossroad***, 7) ***Integrated High Schools: Can Classroom Teachers Make a Difference?***, 8) ***Issues Related to High School Guidance Services***, 9) ***A High School Without Walls: The City as the Classroom***, and 10) ***Space Age Curricula for High Schools***. The set is contained in a vinyl album.

■ HIGHER EDUCATION: WHO NEEDS IT

DISTRIBUTOR: Carousel LEVEL: High, College
COST: Consult Distributor AUDIENCE: All

DESCRIPTION: This film documentary explores employment prospects for today's college graduates and the implications this data makes about the present educational system. Focusing on the college class of 1971, the film features interviews with recent graduates who discuss their failures in locating jobs in their fields and interviews with economists who describe the job prospects for today's graduates. The film explores the roots of the problem by looking at the legislative role in education and at the *Newman Reports* which call for educators to listen to the demands of the public and develop more relevant curricula. It also looks at possible solutions to the crisis: 1) specialized vocational education programs, such as the program at Ferris State College, 2) junior and community colleges, and 3) development of realistic expectations in college students through proper counseling and educational procedures. 16mm/color/Part I—25 min.; Part II—27 min.

■ HISTORY OF HUMAN RELATIONS MOVEMENT, Ronald Hering

DISTRIBUTOR: Midwest LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Name one man given as initiator of the Human Relations Movement; 2) answer all true-false test questions correctly; 3) list 5 of 8 descriptions of group growth; and 4) list 5 of 8 main functions of BST Group at Bethel, Maine.

DESCRIPTION: This UNIPAC (4 pages) is a self-instructional module. Successful completion of self-test allows participant to bypass module activities and take post-test. Quest activities include: 1) reading: a) *Carl Rogers on Encounter Groups* (Chapters 1 & 2), b) *Human Potential, The Revolution in Feeling* (Time, Nov. 9, '70), c) *T-Group Theory and Lab Method* (Bradford), d) *Personal and Organizational Change through Group Methods* (Schein & Bennie) and e) *The Effects of Human Relations Training* from *Handbook of Psychotherapy* (Gibbs); and 2) observing a Human Relations Group or participating in one.

EVALUATION: A true-and-false self-test with answer sheet is included for self-testing. Posttest is instructor administered. Module is now being field tested.

■ HORIZON OF HOPE

DISTRIBUTOR: U. of Calif. EMC LEVEL: All
COST: $180.00 AUDIENCE: Tea.
RENTAL: $13.00

DESCRIPTION: This film looks at the special school at the UCLA Neuropsychiatric Institute (NPI), where researchers and teachers are searching for ways to help children with learning disabilities. The children's difficulties are due to various causes, including mental retardation, brain damage, psychological impairment, and cultural deprivation. It shows several teachers using reinforcement learning techniques — rewarding the child when he does something correctly. Rewards include the traditional candy, food, and social praise, but music is shown to be a particularly useful reward as well as an excellent teaching tool. The film observes many children of different ages and with different disabilities in several kinds of learning situations: image recognition, color discrimination, language development, self-awareness, social skills enhancement, and self-care in home living environment. The children seem happy and are often warm and enthusiastic about their learning experiences, showing the beneficial results of the trend away from custodial institutions toward the modern teaching and research center. 16mm/color/15 min.

■ HOW BLIND CHILDREN LEARN

DISTRIBUTOR: Campbell LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Sp. Ed. Tea.
RENTAL: Free loan

DESCRIPTION: This film pictures the blind child as he discovers his world. Through specially formulated techniques they must learn intellectual skills, mechanical and physical skills, and confidence in themselves. Among the familiar techniques shown are braille and cane travel. The mechanics behind the education of blind children are shown at the Perkins School for the Blind in Watertown, Massachusetts. 16mm/color/5 min.

■ HOW CHILDREN FAIL — HOLT, POSTMAN & WEINGARTNER, Daniel Salvi and Ronald Hering

DISTRIBUTOR: Midwest LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) List 3 factors which lead children to fail; 2) score 90% accuracy on true-false test based on philosophy of Holt; and 3) score 90% accuracy on true-false test based on philosophy of Postman & Weingartner.

DESCRIPTION: This UNIPAC (4 pages) is a self-instructional module. Procedures include reading in module and taking self-test to check knowledge.

EVALUATION: No pretest is available. A true-false self-test with answer key is included. Posttest is administered by instructor. Module is now being field tested.

■ HOW DO CHILDREN THINK?

DISTRIBUTOR: Time/Life LEVEL: Elem.
COST: $250/indiv. films; $2000/series AUDIENCE: Tea.
RENTAL: $30/indiv. films; $250/series

DESCRIPTION: This film observes a pattern which is becoming familiar to teachers and can be a valuable guide in their selection of material for the classroom. The early years are when a child's thinking is egocentric and he is the center of the world. Later the child "decenters" through socialization and discussion with other children. He still can not think in abstractions until he has enough experience transplanting external action into internal mental processes. Therefore, to be meaningful, classroom activity must be geared to how children's minds work, so that they learn to think for themselves — actively solving problems, inventing processes, and expanding ideas. 16mm/b&w/30 min.
Part of Series: **Discovery and Experience**

HOW DOES A PICTURE MEAN?

DISTRIBUTOR: NEA-AECT LEVEL: All
COST: $10.00 AUDIENCE: Tea.

DESCRIPTION: This black-and-white filmstrip discusses how to make a picture effectively say what one wants. It discusses the elements of meaning in a picture and how these elements are composed for the purpose of intentional communication. Many of the frames illustrate visual-verbal parallels, presenting new techniques in teaching visual communication. The filmstrip presents the importance of: knowing a visual vocabulary, using precise visual statements, understanding the process of visual communication, comminicating with pictures, and expressing one's self visually. This filmstrip may also be used with grades 7-12. The filmstrip is accompanied by a *Teacher's Guide*.

■ HOW DOES CAM RELATE TO COURSE STRUCTURE, William P. Gorth, Robert P. O'Reilly, and Richard G. Allan

DISTRIBUTOR: Massachusetts LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Adm., Sup.

OBJECTIVES: 1) Given a situational problem requiring basic Comprehensive Achievement Monitoring (CAM) decisions related to number of students and number of responses per objective required for adequate testing, make decisions on the number of objectives that can be adequately tested for a CAM system; and 2) given information concerning the number of students in a CAM system, identify the purpose and the frequency of testing.

DESCRIPTION: This 27-page module (SPPED-3200) provides instruction on applying CAM to the course structure. The module is designed on a self-instructional format with narrative instructional sections followed by objective and practical exercises. Answers to the exercises are provided.

■ HOW MUCH STRUCTURE IN THE CURRICULUM, Normal E. Wallen

DISTRIBUTOR: APT
LEVEL: All
COST: $8.50/reel-to-reel; $7.80/cassette
AUDIENCE: Tea.

DESCRIPTION: The question of to what extent direct control ought to be exerted over the behavior of the learner in a school situation is explored in this tape. Topics covered include: 1) development of thinking skills, 2) acquisition of selected knowledge, and 3) formation of selected attitudes.

■ HOW TO CONSTRUCT MINIATURE SCENERY

DISTRIBUTOR: NEA-AIAA
LEVEL: Elem., Mid.
COST: $90.00
AUDIENCE: Tea.
RENTAL: $10.00

DESCRIPTION: This film shows how to build small sets or facades of buildings and houses from inexpensive materials. Children are shown constructing miniature scenery for dioramas while studying U.S. history and the importance of colonial Williamsburg. Tool skills are demonstrated along with suggestions on how to construct various details of colonial architecture.

■ HOW TO DEVELOP A THEME

DISTRIBUTOR: UEVA
LEVEL: Elem., Mid.
COST: $230.00
AUDIENCE: Tea.

DESCRIPTION: This film dramatizes in a sequential pattern how movement education is taught through a series of themes. It shows how a theme differs from the instructional unit. Themes illustrated are: 1) twisting, 2) stretch and curl, 3) space awareness, and 4) combinations of themes. A before-and-after sequence highlights the general improvement in a child's ability to draw upon his recently increased vocabulary. 16mm/color/31 min.

Part of Series: **Movement Education**

■ HOW TO MODERNIZE THE SCHOOL SYSTEM COMMUNICATION PROGRAM

DISTRIBUTOR: NSPRA
LEVEL: All
COST: $14.00
AUDIENCE: Adm., Sup.

DESCRIPTION: This cassette-presentation (90 min.) serves as an information source to help school executives and board members improve the school system's communications capability. It features: 1) 22 ways to get maximum effectiveness in a new communications program; 2) the "baseball game plan" for successful school finance campaigns; 3) 4 pillars of a sound communications program; 4) the school board's vital role in the public relations program; 5) communications in teacher strikes, student disruptions, and demonstrations; 6) 3 patterns of staff disruptions in public relations; 7) an 11-point checklist for the district communication program; 8) how to handle news media when there is trouble; and 9) why school boards can not afford the luxury of not communicating.

Part of Series: **Communication Development**

■ HOW TO PREPARE A PRESENTATION

DISTRIBUTOR: NSPRA
LEVEL: All
COST: $20.00
AUDIENCE: All

DESCRIPTION: This public relations filmstrip (35 min/color/60 frames) is accompanied by either a record or cassette tape. The presentation serves as an introduction to media. It can be used by all personnel involved in making presentations.

■ HOW TO START CONSTRUCTION IN THE ELEMENTARY CLASSROOM

DISTRIBUTOR: NEA-AIAA
LEVEL: Elem.
COST: $90.00
AUDIENCE: Tea.
RENTAL: $10.00

DESCRIPTION: This film depicts how an industrial arts program can be started in a simple and meaningful manner. The first day of the construction activity is shown step by step. The teacher plans with the class for work and demonstrates the proper and safe use of tools. Then the entire class goes to work in an environment that is challenging, giving each child the feel of tools and materials.

■ HOW TO USE ENCOUNTER GROUPS, Carl Rogers

DISTRIBUTOR: IDI
LEVEL: All
COST: $199.95/complete program $79.95ea./Series I & II; $47.95/Series III
AUDIENCE: Coun.

DESCRIPTION: This cassette series acquaints listeners with all facets of encounter groups and helps them effectively use such groups. The series can be useful in implementing encounter groups within inservice education or with students. The series consists of 26 cassettes, divided into 3 series. In Series I (10 cassettes) Carl Rogers discusses the basic processes, the kinds of groups, duties of the facilitator, and expectations of results. In Series II (10 cassettes) he discusses current research and future plans, successful techniques for training facilitators, and Black/White Encounter Groups. In Series III (6 cassettes) he covers such topics as psychodrama, family meeting and encounter groups, use of the encounter approach in schools, and the relevance of encounter techniques to drug problems. Sets are contained in vinyl albums.

Part of Series: **Interpersonal Communications Programs**

■ HOW TO USE TOKENS IN TEACHING

DISTRIBUTOR: Kansas
LEVEL: E. Ch.
COST: Consult Distributor
AUDIENCE: Tea., Par.

DESCRIPTION: A teacher and a mother from the community demonstrate the proper way to use token reinforcement in a preschool educational setting. 16mm/color/8 min.

■ HOW YOU CAN BECOME AN EXCITING TEACHER

DISTRIBUTOR: NSPRA
LEVEL: All
COST: $34.95/cassettes; $19.95/records
AUDIENCE: Tea.

DESCRIPTION: This package contains 10 records or cassette tapes. The 10 presentations are designed to motivate and enlighten teachers on what they can do: 1) to get students involved in learning; 2) to arouse their enthusiasm; 3) to motivate them; 4) to help them experience learning as an enjoyable experience; and 5) to help them build confidence and character.

■ HOW YOU CAN HELP YOUR CHILD GET THE MOST OUT OF SCHOOL?

DISTRIBUTOR: NEA-Publ. LEVEL: Elem.
COST: $7.00 AUDIENCE: Tea., Coun., Par.

DESCRIPTION: This filmstrip (83 frames/color/20 min.) with accompanying 33-1/3 rpm record establishes the significance of parental support and guidance to extend and enrich school success. The filmstrip focuses on maintaining the child's health, fostering positive attitudes toward school, guiding study habits, and providing praise and understanding. It also points out several behavior patterns that parents should avoid. The filmstrip is also useful to teachers and counselors involved in counseling parents. A guide and printed narration, as well as a reprint of *How to Get the Most Out of School!*, is included with the program.

■ HUMAN GROWTH AND DEVELOPMENT

DISTRIBUTOR: St. Scholastica LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Coun.

OBJECTIVES: 1) Gain insight into the why of behavior and the various stages of development; and 2) transfer the concepts of human growth and development into practical application.

DESCRIPTION: This module (15 pages) consists of a series of projects from which students select, based on the grade they desire. Projects included are: 1) **Interrelation of Heredity and Environment**, 2) **Ten Basic Principles of Development**, 3) **Implication of Social Class for Teacher**, 4) **Normal Characteristics**, 5) **Needs and Developmental Tasks**, 6) **Developmental Tasks of Preadolescence**, 7) **Developmental Tasks of Primary Age Children**, 8) **Developmental Tasks of Adolescence**, 9) **Human Development and Classroom Teaching**, 10) **An Aspect of Human Development**, and 11) **Application of the Principles of Development**. Required activities for a grade of "C" include: 1) read from *Human Development in Western Culture* (Bernard); b) write papers on self-analysis, developmental factors, and application of developmental tasks; c) discuss readings in small groups; and d) observe development of pupils in primary, intermediate, and junior high classes. Optional activities required for a grade of "A" or "B" include: a) write a research paper, and b) tutor a student 8 times fostering a higher level of achievement. A reading resource list is provided for most projects. Enclosures in the module consist of "Principles of Development" (1 page) and "Normal Characteristics Chart" (1 page). Completion time: 1 semester.

EVALUATION: Criteria for evaluation are provided for each project. Means of evaluation vary: written papers, discussions, and observation reports.

■ HUMANIZING THE TEACHING-LEARNING CLIMATE IN THE CLASSROOM, David Cahoon

DISTRIBUTOR: APT LEVEL: All
COST: $7.50/reel; $6.80/cassette AUDIENCE: Tea.

DESCRIPTION: Within this tape is developed the thesis: "that a great deal of the severity and strain of normal classroom climates and relationships could be lightened and leveled by the relatively simple posture of making mistakes and failure acceptable." It also touches on 9 other criteria for humanizing the teaching-learning climate.

I

■ I AIN'T PLAYIN' NO MORE

DISTRIBUTOR: EDC LEVEL: Elem.
COST: $300.00 AUDIENCE: Adm., Tea.
RENTAL: $20/3 days

DESCRIPTION: This film records a process of education being conducted at the Morgan Community School, a public elementary school in Washington, D.C., which operates under a community school board. The film addresses the problem of whether there is a movement toward unity of the school and community — a school for everyone; thus it analyzes the attitudes of parents, teachers, and children toward freedom of expression and appreciation of differences. 16mm/b&w/61 min.

■ I AM HERE TODAY

DISTRIBUTOR: EDC LEVEL: E. Ch., Elem.
COST: $215.00 AUDIENCE: Tea.
RENTAL: $20/3 days

DESCRIPTION: This film shows the integrated day approach in a classroom of 5-, 6-, and 7-year-olds at Shady Hill School in Cambridge, Massachusetts. The children are shown taking charge of their own learning and helping one another. ***The Integrated Day in an American School*** **($2.50)**, a log kept by the teacher, Betsye Sargent, is available to document how this style of classroom management can be accomplished. 16mm/b&w/43 min.

■ I DO AND I UNDERSTAND

DISTRIBUTOR: U. of Calif. EMC LEVEL: Elem.
COST: $85.00 AUDIENCE: Tea.
RENTAL: $9.00

DESCRIPTION: This film introduces the creative, practical approach to teaching mathematics developed by the British Nuffield Foundation. It shows children working on problems together in small teams. The Nuffield approach emphasizes the solving of concrete problems, rather than memorization. Teachers — who no longer lecture — move freely around the classroom, establishing greater personal contact with the students. 16mm/b&w/14 min.

■ I WISH I COULD, KATHY

DISTRIBUTOR: NEA-Sound LEVEL: All
COST: $20.00 AUDIENCE: All

DESCRIPTION: This film analyzes concerns for quality education, the welfare of the teaching profession, and the future of our children. This film states that the fundamental problem is that of creating among the American people the determination to support schools. It stresses the importance of giving teachers a manageable work load, better learning materials and tools, the right to participate in policy decisions and the right to paraprofessional assistance. The narration is accompanied by pictures of overcrowded school conditions. 16mm/b&w/15 min.

IF THESE WERE YOUR CHILDREN

DISTRIBUTOR: Metropolitan Life LEVEL: Elem.
COST: Free to Professional Educators AUDIENCE: Tea., Par.

DESCRIPTION: This film is designed: to help teachers and parents understand basic principles of good mental health; to recognize early signs of emotional difficulties; and to find ways of meeting the emotional needs of children. In Part I the activities and behavior of a group of second grade children with their teacher during an ordinary school day are depicted. Part II presents a panel discussion of Part I with flashbacks bringing significant behavior into focus. 16mm/b&w/Part I: 28 min., Part II: 21 min. (Two reels.) A one-reel version entitled *The Time of Growing* is especially suited for classes in child development, home-school meetings, and parent and child study groups. 16mm/b&w/29 min.

I'M NOT TOO PROUD ANYMORE

DISTRIBUTOR: IDI LEVEL: Mid., High
COST: $250.00 AUDIENCE: Tea., Adm., Coun.

DESCRIPTION: In this documentary presentation, a southern Appalaichian white describes his struggles and existence in his world of substandard education, poverty, and discrimination. This film touches on many facets of life in America, including unemployment problems of the economically-disadvantaged. 16/mm/color/20 min.

IDENTIFYING RESOURCES, William Capie

DISTRIBUTOR: Georgia LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Use a variety of resources in teaching science.

DESCRIPTION: This module (12 pages) requires the participant to examine a variety of sources. A flowchart directs the participant through the module. Learning activities include: 1) examining selected science textbooks; 2) studying 2 issues of several selected science magazines for students; 3) surveying Harcourt, Brace and Harper texts for a selected grade level and a specified topic; 4) reading enclosure, "Nothing Ventured, Nothing Gained"; and 5) preparing a list of materials for a science corner for a particular topic.

EVALUATION: An instructor-graded posttest is provided in the module. A revised version of the module will be available for the winter quarter, 1973.

Part of Series: **Teaching Elementary Science: A Modular Approach**

IMAGINATION, INVENTIVENESS AND RESOURCEFULNESS

DISTRIBUTOR: Sterling LEVEL: E. Ch., Elem.
COST: $135.00 AUDIENCE: Tea., Sp. Ed. Tea.

DESCRIPTION: This film demonstrates techniques a teacher may use in tapping the imagination of the student through the use of everyday materials and games. The film consists of four segments: 1) Let's Pretend — Broom, 2) Let's Pretend — Box, 3) Eraser Caper, and 4) Big Cheese. The first two segments demonstrate imaginative play with common objects and suggest ways such games can be used to develop creativity, observation, and motivation. The last 2 segments demonstrate how to approach a problem and solve it; they present a puppet show with a mouse attempting to find the use of an eraser. The film may be used to motivate students in creativity and problem-solving, as well as to demonstrate various teaching techniques to special education teachers. 16mm/color/12 min.

IMPACT OF CAM ON COURSE OBJECTIVES, William P. Gorth, Richard G. Allan, and Robert P. O'Reilly

DISTRIBUTOR: Massachusetts LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Adm., Sup.

OBJECTIVES: Given a list, select the number of course objectives that may be measured by a Comprehensive Achievement Monitoring (CAM).

DESCRIPTION: This 5-page module (SPPED-2000) is designed on a self-instructional format to develop an understanding of CAM and how it affects selection of objectives. The module contains an instructional narrative section on limiting the number of objectives for evaluation information. The module routes the user to other modules for practice in alternatives for limiting the objectives.

IMPACT OF CHANGE ON ACCEPTED PRACTICES, Dwight W. Allen

DISTRIBUTOR: IDI LEVEL: All
COST: $47.95 AUDIENCE: All

DESCRIPTION: In this series of 6 cassette tapes, Dwight Allen raises and discusses questions such as: the importance and possible over-use of credentials; the value of students as teachers; and TV and other supervisory techniques as useful tools in our changing educational programs. The following topics are presented: 1) *Credentialism*, 2) *Students as Teachers*, 3) *Conversation with Hal Lyon*, 4) *Supervision: Making It Wanted*, 5) *Television as a Tool of Supervision*, 6) *Education: The Emotion/The End of the Knowledge Monopoly*. The set is contained in a vinyl album.

IMPACT OF TEACHER'S BEHAVIOR ON LEARNERS AND LEARNING

DISTRIBUTOR: Penn. State LEVEL: All
COST: $310.00 AUDIENCE: Tea.
RENTAL: $14.20

DESCRIPTION: This film presents Dr. John Witthall of the Department of Secondary Education of Pennsylvania State University presenting a lecture-demonstration on teacher behavior to a group of educators. In the first reel he identifies teacher behaviors and presents the Climate Index, a classification of seven categories of classroom verbal behavior. The second reel is a demonstration, with class members participating, of these behaviors in action and the effect on learners and learning. 16mm/b&w/71 min. (2 reels)

IMPLEMENTATION MODULE I-2, Lewis J. Sinatra, William Licata, and John A. Masla

DISTRIBUTOR: Buffalo T.C. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) List and define each of 6 levels of Bloom's cognitive domain and be able to compose a question on each level; 2) achieve a score of at least 50% based on the ratio of higher level versus lower level questions asked in a 10-minute videotaped, student-prepared and implemented lecture-discussion lesson.

DESCRIPTION: The module (14 pages) contains an introduction explaining the diagnostic-prescription sequence, preassessment package, and a section of learning alternatives. Learning alternatives include: 1) taking Minicourse # 9, *Higher Cognitive Questioning* (Far West Lab.); 2) viewing protocol, *Levels of Questioning* (Far West Lab.) and reading accompanying manual; and 3) viewing protocol, *Cognitive Interaction* (Indiana University), reading accompanying manual, and answering questions in manual. A list of books relating to objectives is included in module.

EVALUATION: Assessment booklet (7 pages) consists of 2 essay questions for the first objective and instructions and an assessment instrument for Minicourse # 9. It serves as both a preassessment and postassessment. Successful completion of preassessment allows participant to bypass the module.

IMPLEMENTATION MODULE I-3, Lewis J. Sinatra, William Licata, and John A. Masla

DISTRIBUTOR: Buffalo T.C. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) List, define, and give an example of each of 3 types of probing techniques and offer 3 examples of verbal and 3 nonverbal accepting or encouraging teacher reactions to pupil responses; and 2) achieve a score of at least 50% on "Probing" section of instrument and 90% on "Teacher Reactions" section of assessment instrument. Scores are based upon assessment of a 10-minute videotaped lecture-discussion lesson that is student prepared and implemented.

DESCRIPTION: This module (13 pages) consists of a description of diagnostic-prescriptive sequence, a preassessment package, and a list of learning alternatives. Learning alternatives include: 1) viewing protocol, ***Analysis of Teacher-Pupil Interaction: Reacting to Pupil Responses*** (Indiana University) and completing accompanying exercises; 2) completing introductory sequence and sequences 1 and 3 of Minicourse # 1, ***Effective Questioning*** (Far West Lab); 3) viewing section II of protocol, ***Analysis of Teacher-Pupil Interaction: Reacting to Pupil Responses*** (Indiana University) and completing accompanying exercises, and 4) completing introductory sequence and sequences 1 and 3 of Minicourse # 1, ***Effective Questioning*** (Far West Lab). A list of books relating to the objectives is included in module.

EVALUATION: The assessment booklet (6 pages) consists of essay questions for objective 1 and instructions and an assessment instrument for objective 2. Postassessment is the same as preassessment. Successful completion of preassessment allows participant to bypass module.

IMPLEMENTING MATCH KITS IN THE CLASSROOM, Jerry Cummings

DISTRIBUTOR: Dallas LEVEL: Elem.
COST: $1.45 AUDIENCE: Tea.

OBJECTIVES: 1) List 2 or more ways that MATCH KITS (distributed by American Science and Engineering, Boston, Mass.) differ from ordinary social studies instruction in the elementary school classroom; 2) use items in each kit according to instructions contained in the Teacher's Guide; 3) describe the physical structure of the following kits: a) The City, b) Japanese Family, and c) A House of Ancient Greece; and 4) organize a class to effectively utilize a MATCH KIT appropriate to the age and/or grade level of the class.

DESCRIPTION: This module (34 pages) provides the teacher with the necessary skills to develop efficient methods of integrating MATCH KITS (self-contained, multi-sensory units providing 2-3 weeks of intensive involvement activities in the social studies) into classroom routine during the necessary time required for effective utilization. A flowchart directs the participant through the module. Learning experiences include: 1) exploring the contents of each kit; 2) listening and viewing a slide/tape presentation, ***Introduction to MATCH KITS***; 3) peer-teaching; 4) working in groups, performing kit activities and demonstrating use of materials (group assignments in module); 5) designing supplementary and enrichment activities using the kits; 6) conferring with instructor after each learning experience; and 7) conducting a seminar. Enclosures include: a) pretest and answer sheet (2 pages), b) Introduction to MATCH KITS, c) Preface to Teacher's Guide, d) A House of Ancient Greece, e) Supplementary and Enrichment Activities, f) Inventory List of Kit Contents, g) MATCH KIT Evaluation Form, h) MATCH KIT Participant Questionnaire, and i) posttest with answer sheet (5 pages).

EVALUATION: The pretest and posttest are pencil-and-paper tests. Answers are provided. Successful completion of pretest allows exit from the module.

IMPROVEMENT OF SCIENCE INSTRUCTION

DISTRIBUTOR: St. Scholastica LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Demonstrate understanding of the spiral approach in developing scientific concepts; 2) create activities that develop children's skill in: a) observation, b) perception of relationships, c) measurement, and d) experimentation; 3) evaluate prepared materials in relation to objectives designed by participant; 4) summarize various innovations for teaching science by process objectives; 5) develop plans for replacing and obtaining materials and equipment; and 6) develop several devices of evaluation for science learnings.

DESCRIPTION: This module (26 pages) consists of a series of projects from which students select based on the grade they desire. Projects included are: 1) **Values and Long Range Goals**, 2) **Development of Scientific Concepts and the Spiral Approach**, 3) **Observation**, 4) **Classification**, 5) **Measurement**, 6) **Experimentation**, 7) **Learning Scientific Principles through Common Application**, 8) **Curriculum**, 9) **Process Objectives**, 10) **Performance Objectives**, 11) **Obtaining Materials**, 12) **Planning to Teach**, 13) **Resources**, 14) **Evaluation**, and 15) **Instructional Project**. Required activities for a grade of "C" consist of: a) designing a visual demonstrating the use of the spiral approach; b) micro-teaching with a group of children on 4 occasions developing skills in observation, classification, measurement, and experimentation; c) making a display on a scientific principle; d) writing a paper on 3 innovative programs for teaching elementary science; e) designing a materials list for a unit; and f) preparing an instructional project for an objective in science. Optional activities for a grade of "A" or "B" consists of: a) demonstrating the difference between grade levels in Simulab presentations; b) preparing bulletin boards on how a basic concept can be developed and deepened; c) constructing a simple machine or toy illustrating a scientific principle; d) constructing a resource unit; and e) devising a test of a scientific objective. Completion time: 1 semester.

EVALUATION: Evaluative criteria are provided for each project. Means of evaluation vary: pencil-and-paper tests, written papers, projects, and teaching performance.

■ IMPROVING MOTOR-PERCEPTUAL SKILLS

DISTRIBUTOR: C.E.P. LEVEL: E. Ch., Elem.
COST: $3.00 AUDIENCE: Tea.

DESCRIPTION: This guide book (124 pages) presents a series of activities for children to improve perceptual readiness. Each activity lists objectives, purpose, materials needed, directions for children and teachers, and variations plus photographs of children engaging in the activities. Activities include development of: 1) general coordination, 2) balance, 3) body image, 4) eye-hand coordination and eye movements, 5) sensory perception. The appendix includes: 1) definition of terms; 2) equipment used; 3) list of records; 4) bibliography; 5) direction for administering kindergarten motor-perceptual survey and survey form; and 6) transcripts for tapes for certain activities.

■ IMPROVING STUDENT BEHAVIOR, J. Hugh Baird et al.

DISTRIBUTOR: BYU-HS LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Coun.

OBJECTIVES: Discuss discipline problems with student so that: a) student does not feel excessively embarrassed, defensive, or chastised; b) student continues loyalty and respect for teacher; and c) student is motivated to correct problem.

DESCRIPTION: This module (97 pages) provides aid in motivating students to develop maturity and self-discipline. Lessons included are: 1) **Understanding the Student**; 2) **Showing Care**; 3) **Recognizing Behavior**; 4) **Valuing**; 5) **Helping the Student Make a Plan to Change**; 6) **Putting Reality Therapy into Practice**; 7) **Using Reality Therapy in a Group**; 8) **Reality Therapy and Me**; and 9) **Quest**.Each lesson contains: a) specific objectives, b) ideas to be learned, c) learning activities, and d) an evaluation. Major sources for module are ***Psychology in the Classroom*** (Dreikers) and ***Teacher-Pupil Relations*** (Baird and Rich), plus selections in Appendix and the film — ***Johnny Lingo***.

EVALUATION: Lessons 1 and 3 have preassessments listed with key provided. An assignment pad accompanying module contains pencil-and-paper postassessments on each lesson.

Part of Series: **Analysis of Inservice Problems**

■ IMPROVISED DRAMA — PART I

DISTRIBUTOR: Time/Life LEVEL: Mid., High
COST: $250/indiv.; AUDIENCE: Tea.
$450/series
RENTAL: $30/indiv. films;$50/series

DESCRIPTION: This film provides an inquiry into the value of improvised drama in education. In this first part, John Hodgson, a drama lecturer, leads a group of 17-year-old boys into a situation involving boasting. A boy tells a far-fetched story; the others question and ridicule him. Prior to reenactment of this incident, the students choose a boaster and then break into small groups and decide on parts that will be played to express different feelings toward the boaster. In the next sequence, the boys close their eyes and imagine themselves a boaster. A class of 14-year-old boys imagine they are men and live in a town where a problem develops. As drama is created around this problem, the boys demonstrate the aims of this approach to education.16mm/b&w/30 min.

Part of Series: **Improvised Drama — Two Films**

■ IMPROVISED DRAMA — Part II

DISTRIBUTOR: Time/Life LEVEL: Mid., High
COST: $250/indiv. films; AUDIENCE: Tea.
$450/series
RENTAL: $30/indiv. films; $50/series

DESCRIPTION: This film, second in a series to provide inquiry into the value of improvised drama in education, shows a group of students led into a situation which generates the feeling of revenge in one of them. In an imaginary youth club, the vengeful person — first a boy and then a girl — takes out his/her hostility by wrecking the jukebox. The scene ends with the intervention of an adult. Another sequence shows a class in a girls' school acting out Juliet's problem of being secretly married to Romeo and then betrothed to Paris. In the third incident the students pretend to be South Vietnamese working in a rice paddy when Viet Cong agents appear. With such dramatic activities the students become emotionally involved and develop a deeper understanding of the different aspects of a situation. 16mm/b&w/30 min.

Part of Series: **Improvised Drama — Two Films**

■ IMPRINTING, Ellen Reese

DISTRIBUTOR: ACC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Coun.

DESCRIPTION: This film describes and demonstrates the phenomenon of imprinting which is the process that restricts social behavior to a particular object. Filmed in England at Cambridge University, it shows formation of early social attachments with a number of species in a natural setting. In a laboratory setting, actual experiments are shown, including: 1) a demonstration of how an imprinting stimulus can also act as a reinforcing stimulus; 2) a step-by-step process of how operant behavior is established and reinforced; and 3) an explanation and demonstration of experimental operations used in establishing imprinting. All points made are clarified by graphs and charts. Fifty student outlines are provided with purchase. 16mm/color/37 min.

■ IN A CLASS . . . ALL BY HIMSELF

DISTRIBUTOR: NBC LEVEL: All
COST: $470.00 AUDIENCE: Tea., Sp.
RENTAL: $23.00 Ed. Tea.

DESCRIPTION: This documentary focuses on the ways — medication, special education, and psychology — that hyperkinetic children can be helped so that they become self-sufficient adults. The film focuses on children affected by minimal brain dysfunction. The children are hyperactive and have visual and audio-perception problems. The film emphasizes that these overactive children fail in the classroom, unless helped. Consequently they become more likely to become adults with social problems. 16mm/color/50 min.

■ IN TOUCH, National Association for Mental Health

DISTRIBUTOR: NYU Film Lib. LEVEL: Elem., E. Ch.
COST: $160.00 AUDIENCE: Sp. Ed. Tea.
RENTAL: $15.00

DESCRIPTION: In this film student teachers who are training to teach mentally handicapped children explore ways in which movement can help them to establish contact with the children. Emphasis is placed on movement as a means of communicating with children who find speech difficult. Students work with partners and balance with and support each other to convey a sense of security and confidence. The students explore more sensitive, expressive, and dramatic ways of relating to others. Each student discovers the children's confidence, helping them to concentrate and encouraging them to experience new ways of moving. 16mm/b&w/25 min.

how different parts of his own body can move and becomes more aware of himself. Finally, each student works with a child partner. Through moving together, the students build

■ INCREASING PARTICIPATION, Donald Orlosky et al.

DISTRIBUTOR: Panhandle LEVEL: All
COST: $4.25 AUDIENCE: Tea.

OBJECTIVES: 1) Improve rating on "Classroom Checklist" and "Discussion Checklist" based on classroom performance; 2) write 3 statements on factors that increase participation based on pre- and postassessment exercises; 3) interpret Orientation Statement; 4) write 2 statements describing recommendations for improvement of desirable teacher behaviors from classroom observation and applying "Classroom Checklist"; 5) write 1 pivotal classroom question, develop procedure for initiating discussion, and structure the classroom discussion; and 6) achieve a rating of 5 on "Classroom Checklist" and "Discussion Checklist" for leading a discussion.

DESCRIPTION: This B-2 module (43 pages) increases participant's ability to create classroom atmosphere of trust, freedom of expression, and active participation. Each objective has a list of procedures and evaluation. A bibliography of related sources is included. Price of module includes filmstrip, *Promoting Participation* ($1.50), and audiotape, *Promoting Participation* ($1.00).

EVALUATION: Written and performance-based pre- and postassessment procedures are included. Evaluation is by other participants and instructor.

Part of Module Cluster: **Presentation Skills For Teachers**

■ INCREASING STUDENT INVOLVEMENT, Tom Hill et al.

DISTRIBUTOR: V.I.P. LEVEL: All
COST: $1.75 AUDIENCE: Tea.

OBJECTIVES: Develop and implement strategies for increasing student involvement.

DESCRIPTION: This learning package (30 pages) explains 5 techniques for increasing student involvement: 1) open teaching, 2) student involvement in learning decisions, 3) verbal and nonverbal communication, 4) learning in small groups, and 5) learning resources and activities. Learning activities involve: a) brainstorming, b) reading enclosures, c) completing self-check exercises, d) viewing the film, *Verbal and Nonverbal Responses*, e) choosing and completing practical learning options, and f) conferring with workshop leader. An additional section is provided on "Implementation Strategies for Increasing Student Involvement" (5 pages). Reading enclosures include: a) "Angels on a Pin" (Calandra/2 pages), b) "Ways of Providing for Individual Differences" (2 pages), and c) "Kindergarteners Make a Space Film" (Thoren/2 pages).

■ IN-DEPTH STUDY OF OBJECTIVES IN THE AFFECTIVE AND PSYCHOMOTOR DOMAIN, W. Kalenius and R. Latta

DISTRIBUTOR: WWSC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Sup., Adm.

OBJECTIVES: 1) List Krothwohl's 5 levels of the affective domain in proper order of low acceptance to high acceptance; 2) given a list of 5 general statements relative to the affective domain, label each as being either receiving or attending, valuing, responding, characterization, or organizing; 3) list in order the 5 classifications of Elizabeth Simpson's Psychomotor Domain; and 4) label 5 general statements in the psychomotor domain as either perception, set, guided response, mechanism, or complete overt response.

DESCRIPTION: This 24-page enrichment Learning Activity Package (LAP) #4 studies the classification of objectives in the affective and psychomotor domain. The participant reads provided narratives and studies the tables on the classification categories. He then completes practice exercises (answers provided). Appendices include lists of materials for enrichment and application exercises — writing affective and psychomotor objectives. Completion time: 1-2 hours.

EVALUATION: No pretest is required. 2 posttests are provided: one for the affective objectives and the other for psychomotor objectives. Answer keys, evaluative criteria, and steps for remediation are provided.

Part of Series: **PAL System**

■ INDIAN SPEAKS

DISTRIBUTOR: McGraw-Hill Films LEVEL: All
COST: $460.00 AUDIENCE: All
RENTAL: $19.00

DESCRIPTION: This film documents the efforts of Indians in many parts of Canada who are concerned about preserving what is left of their own culture and restoring what is gone. These people are conscious of the Indian tradition slipping away without anything equally satisfying or significant to take its place. One of the speakers is an artist who for a time lived in Toronto but returned to his reservation to devote his efforts to his own people; another is a business girl in Vancouver. 16mm/color/41 min.

■ INDIVIDUAL DIFFERENCES: INTRODUCTION

DISTRIBUTOR: Indiana LEVEL: All
COST: $125.00 AUDIENCE: Tea., Sp. Ed. Tea.
RENTAL: $6.75

DESCRIPTION: This film establishes the frame of reference for the remaining programs in the series. It explains that individual differences in children occur in physical, mental, and emotional growth and development. The special and dynamic problems of the exceptional child are described and illustrated. Dr. William H. Cruickshank, Director of Education for Exceptional Children at Syracuse University, is featured. 16mm/b&w/29 min.

Part of Series: **Exceptional Child**

■ INDIVIDUAL MOTIVATION AND BEHAVIOR

DISTRIBUTOR: Indiana LEVEL: All
COST: $125.00 AUDIENCE: Tea.
RENTAL: $6.75

DESCRIPTION: This film answers the questions of why people join groups, why they participate or fail to, and why some members try to block or to dominate group action. It deals with individual motivation and behavior within groups. Individuals from the demonstration group explore the basis for their own actions: one member is anxious to leave; one is disturbed by the arguments; one is looking for the approval of the others; and another feels threatened by the domineering attitudes of the others. 16mm/b&w/30 min.

Part of Series: **Dynamics of Leadership**

■ INDIVIDUALIZED INSTRUCTION, Larry Nash

DISTRIBUTOR: Midwest LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Identify in writing the definition and purpose of individualized instruction; 2) list 5 assumptions concerning individualized schedules; 3) explain in writing how a performance curriculum is organized; 4) list in writing 7 components for individualized instruction; 5) explain in writing how performance level provides pace and level differentiation; and 6) explain in writing Mager's method of writing instructional objectives.

DESCRIPTION: This UNIPAC (8 pages) contains an article *Curriculum Aspect of Individualization* by Fred Rohde. A score of 90% on self-test allows participant to take posttest. Quest materials include reading *Preparing Instructional Objectives* (Mager), articles by McNeal & Smith and Talbert in Jan. '68 issue of *A-V Guide*, and reviewing examples contained in module.

EVALUATION: Self-test is provided in performance of objectives. Final performance is instructor evaluation. Module is now being field tested.

■ INDIVIDUALIZED INSTRUCTION IN CONTINUOUS PROGRESS PROGRAMS, Sidney R. Rollins

DISTRIBUTOR: IDI LEVEL: All
COST: $39.95 AUDIENCE: Tea., Adm.

DESCRIPTION: This cassette series describes individualized instruction and how it works. It can serve as a guide in evaluating and developing such programs in individual schools and school systems. Sidney Rollins, the narrator, develops the following topics in the 5 cassettes (2 sides each): 1) *Rationale for Individualizing Instruction*, 2) *Changes in Curriculum Organization in Individualized Instruction Programs*, 3) *Changes in Curriculum Materials in Individualized Instruction Programs*, 4) *Individualized Instruction Systems*, 5) *Teacher Roles in Individualized Instruction Programs*, 6) *Applications of Instructional Technology to Individualizing Instruction*, 7) *Administrative Procedures in Individualized Instruction Programs*, 8) *The Proper Physical Environment for Individualizing Instruction*, and 9) *Steps toward the Development of an Individualized Instruction Program in Your School*. The set is contained in a vinyl album.

■ INDIVIDUALIZED INSTRUCTION KIT

DISTRIBUTOR: NEA-AECT LEVEL: All
COST: $87.50/complete kit; AUDIENCE: Tea.
$12.00/indiv. sound-filmstrips

DESCRIPTION: This kit contains 6 filmstrips with accompanying audiotapes, an **Administrator's Guide**, and 46 case studies. The filmstrips/audiotapes are: 1) *Individualized Instruction: Its Nature and Effects*, 2) *Individualized Instruction: Its Objectives and Evaluative Procedures;* 3) *Individualized Instruction: Diagnosis and Instructional Procedures;* 4) *Individualized Instruction: Materials and Their Use*; 5) *Individualized Instruction: Its Problems and Some Solutions*; and 6) *Individualized Instruction: Recommendations for Implementation*. The **Administrator's Guide** provides reference on various aspects and techniques of individualized instruction; it is designed to assist administrators in planning conferences and in acting as a resource person. The case studies present a wide spectrum of program s of individualized instruction in all grade levels and in urban and rural schools; numerous types of innovations are viewed: learning centers, individually prescribed instruction, non-graded curriculum, independent study, teaching teams, student tutors, continuous progress learning, and many others.

■ INDIVIDUALIZED INSTRUCTION — READING METHODS, Odessa Meyer

DISTRIBUTOR: ISU LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Acquire the basic elements that constitute the word identification skill of contextual analysis; and 2) acquire the basic skills necessary to teach phonic word identification skills.

DESCRIPTION: This module cluster (75 pages) is designed to develop reading methods necessary for teaching the social sciences; however the subject matter is not as comprehensive as that necessary for the teaching of reading. The cluster contains 2 modules: 1) **Word Identification Skills — Context**(30 pages)and 2)**Word Identification Skills–Phonics** (45 pages). Each module provides narrative background material with several practice exercises (answers are provided). Activities include: a) analysis of context clues in texts; b) designing own context clues; c) selecting best teaching strategies from sample lesson; d) designing own lesson plans; and e) completing phonics exercises. Each module contains a flowchart and bibliography.

EVALUATION: A competency-test is required for the **Context** module, but is not provided. A "Test for Understanding of Phonics" (4 pages) is provided; a test score of 95% is required for successful completion of module.

Part of Series: **Model Elementary Teacher Education Program for Social Science Majors.**

■ INDIVIDUALIZING INSTRUCTION: MATERIALS AND CLASSROOM PROCEDURES, Helen Davis Bell

DISTRIBUTOR: SRA LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Adm., Sup.

OBJECTIVES: Develop materials and procedures for instituting individualized instruction.

DESCRIPTION: This programmed text (282 pages) consists of 9 chapters: 1) **Introduction to Individualized Instruction**, 2) **Writing Instructional Objectives**, 3) **Preparing Learning Guides**, 4) **Evaluating Student Progress**, 5) **Classroom Organization**, 6) **Teacher-Student Interaction in the Classroom**, 7) **Record Keeping**, 8) **Developing a Student-Managed Classroom**, and 9) **Assessing the Extent of Individualization in a Classroom**. Each chapter contains objectives, narrative study materials, self-check exercises, practice exercises and answers, and questions for small group discussion. An appendix includes notes to administrators and supervisors. The book contains numerous illustrations and sketches.

EVALUATION: Each chapter contains self-evaluated pretests. Posttests and answers for each chapter are provided in an appendix.

■ INDIVIDUALIZING READING INSTRUCTION, Marily Laskey

DISTRIBUTOR: Nova LEVEL: Elem.
COST: $1.00 AUDIENCE: Tea.

OBJECTIVES: Part I: Identify and explain 7 ways to improve the reading circle from a basal reading approach to reading instruction; Part II: 1) list basic books for implementation of individualized program; 2) devise 1 method for recording progress in individualized reading; 3) explain scope and sequence, continuum, or skills check list; 4) list 7 methods of teaching vocabulary words; 5) explain Dr. Allen's Language Experience Approach and its role in individualized reading; and 6) explain and demonstrate materials from at least one phonics program.

DESCRIPTION: This LAP (37 pages) is divided into two parts: **A Problem Recognized** and **Getting Started**. Each part contains objectives, a list of activities, and material pertaining to the activities. Not all required materials are provided in module. The pretest for **A Problem Recognized** is the same as the objective. Successful completion of assessment allows participant to bypass this part of module.

EVALUATION: Pretest for Part I is assessment by instructor of knowledge of objectives. No pretest is provided for Part II. Posttest for both is instructor-assessment of performance.

■ INDIVIDUALLY GUIDED EDUCATION, Herbert J. Klausmeier

DISTRIBUTOR: INTER/COM LEVEL: Elem.
COST: $160.00 AUDIENCE: Tea.
RENTAL: $35/wk.

DESCRIPTION: This film describes the Wisconsin Research and Development Center and interprets its 3 major programs: 1) conditions and processes of learning, 2) processes and programs of instruction, and 3) facilitative environment. The conclusions of the program have been incorporated into a system called "Individually Guided Education (IGE)." The film demonstrates various practical aspects of the IGE program. 16mm/color/20 min.

■ INFANTS SCHOOL, Lillian Weber

DISTRIBUTOR: EDC LEVEL: E. Ch., Elem.
COST: $150.00 AUDIENCE: Tea., Adm.
RENTAL: $15/3 days

DESCRIPTION: This is a filmed account of one day in Gordonbrock, an infant school in a racially-mixed area of London. The scenes follow the children as they move in and out of 2 classrooms, a large common area, and outdoors. The classroom doors are open, and the children have free access to the equipment in and around the school, so that all areas become learning areas. A related publication, *Infant School*, is available for $.50. 16mm/b&w/32 min.

■ INITIAL PERCEPTUAL TRAINING

DISTRIBUTOR: Thorne LEVEL: Elem., Mid.
COST: $90.00 AUDIENCE: Sp. Ed. Tea.

DESCRIPTION: This film describes and demonstrates the second phase of functional teaching of the mentally handicapped. Devices are used that provide exercises involving the sensory areas to help improve perceptual skills. The child learns to discriminate with respect to sight, touch, weight, and sound through activities such as matching cards, matching nuts and bolts, and using sound and weight boxes. The film demonstrates exercises with the nail board and pattern column which help develop manual dexterity and improve hand-eye coordination. 16mm/color/7-1/2 min.

Part of Series: **Aids for Teaching the Mentally Retarded**

■ INNOVATION BY DESIGN, Dwight W. Allen

DISTRIBUTOR: IDI LEVEL: All
COST: $47.95 AUDIENCE: Adm., Sup.

DESCRIPTION: In this series of six cassettes, an analogy is made between the procedure of building a new car model with the approach used in educational development. Dwight Allen discusses a possible design to improve educational performance and explores how innovation can be workable in education. He discusses and suggests steps that institute innovation within such areas as staff problems, strategies, and uses of technology. The tapes present the following topics: 1) *A Designer Model for Innovation*, 2) *Innovation as an Organizational Process*, 3) *Staff Attitudes toward Educational Change*, 4) *Strategies for Change*, 5) *Using Technology to Humanize Education*, 6) *Predicting the Future of Education*. The set is contained in a vinyl album.

■ INNOVATIVE TEACHING TECHNIQUES FOR INSERVICE PROGRAM

DISTRIBUTOR: IDI LEVEL: All
COST: $47.95 AUDIENCE: Tea., Adm. Sup.

DESCRIPTION: This cassette series is a symposium presentation concerned with the field of educational change, particularly in the area of forward looking inservice programs. The 6 cassette tapes stress ways to improve professionally, and successful case studies and programs are presented. These programs range from innovative inservice programs to the impact of aesthetics in education as new approaches to serve schools in the decades ahead. The topics covered include: 1) *Inservice Teacher Education* (Allen), 2) *Problem-Solving Workshop* (Cunningham), 3) *Using Performance Objectives* (Cruickshank), 4) *Interview with Dr. J. Rand*, (Allen), 5) *Continued Discussion with Dr. J. Rand* (Allen), 6) *The Importance of Aesthetics in Education* (Allen). The set is contained in a vinyl album.

■ INSERVICE EDUCATION: PROCEDURES FOR PREPARING LAP'S, LeRoy F. Martin

DISTRIBUTOR: Marshalltown LEVEL: All
COST: $3.00 AUDIENCE: Tea., Adm.

OBJECTIVES: 1) Develop capabilities to write Learning Activity Packages which individualize learning, promote inductive thinking, and provide student-centered approach; and 2) become familiar with these concepts: a) learning package format, b) identification of key concepts or generalizations, c) performance objectives, d) pretests, preunit activities, and activity skipping, e) activity variety, f) factual activities, g) effective thinking activities, and h) package evaluation.

DESCRIPTION: This guide (28 pages) develops skills necessary for writing Learning Activity Packages. This self-paced system can be completed in a 1-day workshop by individual students, small groups, or large group presentation. The booklet provides information and directions. Participants listen to an audiotape and complete worksheet. A transparency presentation has been developed for large group instruction. A sample packet and test is included with guide. Price does not include audiotape or transparency.

■ INSIDE OUT

DISTRIBUTOR: NYU Film Lib. LEVEL: High
COST: $600.00 AUDIENCE: Tea., Adm.
RENTAL: $60.00

DESCRIPTION: This film documents the failure of urban high school programs in the United States, concluding that both students and teachers are victims of the present system. It examines in detail the success of a secondary "school without walls" in Philadelphia, where many of these problems have been solved. 16mm/color/56 min.

■ INSTRUCTION: INQUIRY AND DECISION-MAKING, Abel Gonzales, Don Baden, and Lem L. Railsback

DISTRIBUTOR: Texas A&I LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Develop and teach a bilingual unit in social studies using the inquiry approach.

DESCRIPTION: This module (10 pages) develops skills in utilizing strategies of inquiry, discovery, and decision-making. Learning alternatives include: 1) viewing a videotape recording of an inquiry lesson; 2) developing an outline and then a social studies unit utilizing the inquiry approach; and 3) teaching the unit, evaluating it by standardized criteria such as Flanders, etc. A flowchart directs the participant through the module. Included in the module is an evaluation form for the module (4 pages).

EVALUATION: The preassessment and postassessment are identical and require meeting the criteria outlined in the objectives. Steps for remediation are provided.

■ INSTRUCTION: USING MAPS, GLOBES, AND OTHER SIMILAR AIDS, Lem L. Railsback

DISTRIBUTOR: Texas A&I LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Develop and teach a bilingual module which utilizes maps, globes, and similar aids.

DESCRIPTION: This module (11 pages) provides practice in demonstrating and developing basic concepts and skills in map-making, map-reading, and globe-reading. The module objectives guide the participant step-by-step in first developing a module outline, then developing a module, adding bilingual elements, and finally teaching it. The participant teaches the module in either or both languages and evaluates it on the basis of standard analysis. Learning alternatives include attending a seminar and discussing a special materials display. A flowchart directs the participant through the module. A module evaluation form (4 pages) is included in the module.

EVALUATION: The preassessments and postassessments are identical, requiring demonstration of teaching and presentation of written module to instructor.

■ INSTRUCTION: VALUES AND MORAL DEVELOPMENT, Don Baden, Abel Gonzales, and Lem L. Railsback

DISTRIBUTOR: Texas A&I LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Develop and teach a bilingual module on moral development, utilizing the Kohlberg model.

DESCRIPTION: This module (33 pages) develops concepts and skills in moral education. Learning alternatives include: 1) reading enclosures — "Stage and Sequence: The Cognitive Developmental Approach to Socialization — Table 1: Definition of Moral Stages" by Kohlberg (8 pages) and "On Moral Development" by Badon (5 pages); 2) completing exercises on "Stages of Moral Development" (3 pages) and "Clarifying Value Statements" (5 pages); 3) participating in a seminar; and 4) completing objectives. A flowchart directs the participant through the module. A 4-page module evaluation form is included.

EVALUATION: The preassessment and postassessment are identical and require meeting the criteria established in the objectives. Steps for remediation are also provided.

■ INSTRUCTIONAL ACCOUNTABILITY: PHILOSOPHY AND METHODOLOGY

DISTRIBUTOR: Sound Educ. LEVEL: All
COST: $38.00 AUDIENCE: Tea.

OBJECTIVES: Develop an understanding of the concept of accountability as a method of improving instruction, and gain knowledge of the skills involved.

DESCRIPTION: This kit explains the concept of instructional accountability in terms of basic concepts and training. It includes a book *Instructional Accountability* (Deterline), 3 audiotapes, and a sound/filmstrip. The book is developed in 5 parts: 1) **Accountability Is a Successful Student**; 2) **Applied Accountability**; 3) **Communication, Information, Entertainment, Instruction, Ambiguity, Confusion, Attitudes, Interests, and Other Things We Often Mix Together with Carefree Abandon for the Benefit (?) of Our Students**; 4) **Information, Instruction, Evaluation, Grades**; and 5) **A Practical, Do-It-Yourself Instructional Design and Management Kit**. A package price for 50 books, one set of cassettes and filmstrip is $165.00.

■ INSTRUCTIONAL DEVELOPMENT

DISTRIBUTOR: Indiana LEVEL: All
COST: $110.00 AUDIENCE: Tea.
RENTAL: $5.25

DESCRIPTION: In this film, instructional development is a systematic approach to instruction based on decisions about the learner, learning, evaluation, and the learning environment. Using the subjects of tennis and music as examples, the film analyzes the learner in terms of prior attitudes and knowledge of the subject. All sub-tasks are identified and sequenced for learning, and performance standards for accuracy are designed. The environment is structured in terms of where instruction will take place, the types of media used, and the number of students involved.

■ INSTRUCTIONAL GRAPHICS FOR TELEVISION: PRODUCTION SKILLS AND STANDARDS FOR TELEVISED GRAPHICS

DISTRIBUTOR: Scott LEVEL: All
COST: $60/comp. set; AUDIENCE: Tea., Para.
Individual components: Instructor's Manual/$8.00; filmstrips/$8.00; cassettes/$6.00; 12 overhead transparencies/$24.00; and 15 student manuals/$30.00

OBJECTIVES: 1) Conceive, produce, and use, in an actual studio situation, graphics acceptable within minimum television standards; and 2) establish criteria for use on television.

DESCRIPTION: This multi-media kit presents a working knowledge of television graphics from initial conception to final studio production. The kit is designed for use in a 3-day workshop: 1) day for instruction, 2) day for production of a graphic, and 3) day for test of graphic under studio conditions. Topics covered in the program include: principles of production, types of graphics, common devices used, simple production techniques, major concerns in photography, using transparencies, criteria for selecting instructional television graphics, and compatibility of other media with television. The kit consists of: a) a filmstrip (25 frames/color/10 minutes) with accompanying cassette which presents a general overview; b) a set of 12 overhead transparencies which illustrate effective graphics and instruct on techniques; c) an instructor's manual (5 pages); and d) 15 student manuals (25 pages) which provide illustrated textual materials and a bibliography. Additional materials required, but not provided, are artwork materials for designing the graphics (specified in instructor's manual). Completion time: 3 days.

EVALUATION: Instructor evaluation of graphic production and use under studio conditions.

■ INSTRUCTIONAL MODELS, Robert P. O'Reilly, William P. Gorth, and Robert G. Allan

DISTRIBUTOR: Massachusetts LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Sup., Adm.

OBJECTIVES: 1) Define and explain the following instructional models: a) group paced — traditional, b) group paced — performance based, c) individually paced, and d) individually prescribed instruction; and 2) given a chart to follow, identify which of the above instructional models for student management the participant is using.

DESCRIPTION: This 31-page module (SPPED-1400) is a self-instructional package. Narrative material explains each of the 4 types of instructional models by focusing on models for student management. Exercises are provided which require identifying characteristic elements of each model. Answers for each exercise are provided.

■ INSTRUCTIONAL MODULE FOR DEVELOPING COMPETENCE IN WRITING LESSON PLANS, USING THEM, AND EVALUATING THEIR WORTH, Earline Ames

DISTRIBUTOR: C.S.U.-T.C. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Demonstrate ability to develop and follow lesson plans for individual and group teaching.

DESCRIPTION: This module (7 pages) contains rationale, terminal objectives, and enabling objectives which include: 1) planning and teaching a lesson in a subject area for one pupil, a small group, and an entire class; 2) planning and teaching in a subject core to one pupil, a small group, and an entire class, and 3) evaluating appropriateness of plan and teaching. Successful achievement of preassessment in all levels allows student to bypass module. Successful completion on any level of enabling objectives allows student to progress to next level. Learning alternatives for each enabling objective are listed. A rating scale for evaluating lesson plans and ability to follow plans and evaluate the appropriateness are included.

EVALUATION: Preassessment includes 7 items to be completed optionally. Rating scale for evaluation of postassessment is included.

■ INSTRUCTIONAL NEEDS ASSESSMENT, TASK ANALYSIS, AND ENTRY BEHAVIOR, W. Kalenius and R. Latta

DISTRIBUTOR: WWSC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Sup, Adm.

OBJECTIVES: 1) Implement a task analysis of an instructional area, and 2) identify entry behaviors required for a student-prepared LAP on selected topic.

DESCRIPTION: This 28-page Learning Activity Package (LAP) #1 covers how to do an instructional needs assessment and a task analysis of an instructional area. It identifies tasks which can be appropriately taught using LAP's and entry behaviors. The first part of the module teaches skills in 5 areas: 1) **Needs Assessment,** 2) **Task Analysis,** 3) **Selection of Tasks Appropriate for LAP's,** 4) **Entry Behavior,** and 5) **Advantages Gained from Hierarchial Learning Structure or Learning Lattice.** Exercises and answers are provided in the module. Two appendices offer application and enrichment activities. Completion time: 1-1/2 to 3 hours.

EVALUATION: A pretest and posttest are required and provided in the module. Answers are provided, and criteria for evaluation are established.

Part of Series: **PAL System**

■ INSTRUCTIONAL STRATEGIES FOR LEARNING ACTIVITY PACKAGE, W. W. Kalenius and R. Latta

DISTRIBUTOR: WWSC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Given a description of a process, flowchart the process; 2) correctly identify flowchart symbols; 3) correct errors on given flowchart; and 4) construct a flowchart of his strategy for a LAP the participant is planning to design.

DESCRIPTION: This 38-page Learning Activity Package (LAP) #6 develops instructional strategies for LAP's and skills in flowcharting. The module contains narrative study material, flowchart diagrams, and programmed exercises. Appendices include a list of enrichment materials and application exercises — designing a flowchart for a LAP the participant is planning. Completion time: 1-1/2 to 4 hours.

EVALUATION: No pretest is required. The posttest and answer key are provided. Steps for remediation are established.

Part of Series: **PAL System**

■ INSTRUCTIONAL TECHNOLOGY WORKSHOP

DISTRIBUTOR: GPT LEVEL: All
COST: $2,575/set (Indiv. Prices below) AUDIENCE: Tea.

OBJECTIVES: Demonstrate knowledge of instructional technology and the general structure and components of the systems approach to training.

DESCRIPTION: This module cluster consists of 8 self-contained modules covering some aspect of course design, implementation, and validation of instructional technology. Modules include: 1) **Overview of Instructional Technology** ($225.00); 2) **Objectives** ($330.00); 3) **Criterion Tests** ($225.00); 4) **Training Requirements** ($440.00); 5) **Task Analysis** ($695.00); 6) **Instructional Media** ($225.00); 7) **Instructional Methods** ($545.00); and 8) **Validation** ($175.00). Each module contains a ***Participants' Workbook*** with: a) entry level requirements, b) units with objectives for each unit, c) a glossary of terms, and d) unit tests; and a ***Monitor's Workbook*** with: a) guidelines and b) exercise checklist. Each unit of instruction is in a separate cassette tape which directs activities and includes a script book for each tape. Twenty-three filmstrips are included for the entire workshop.

EVALUATION: A posttest for each unit is provided and can also be used as pretest. ***Monitor's Manual*** contains the answer key.

■ INTEGRATED MOTOR-PERCEPTUAL TRAINING

DISTRIBUTOR: Thorne LEVEL: Elem., Mid.,
COST: $77.00 AUDIENCE: Sp.Ed.Tea.

DESCRIPTION: This film describes and demonstrates one phase of functional teaching of the mentally handicapped.

The primary concern in this phase is to improve coordination of perceptual and motor processes. Common play activities and games are used to develop concentration, eye-muscle coordination, body awareness, sense of rhythm, social courtesies, and auditory acuity. These activities include: Hop-Scotch, roller skating, folk dancing, and singing. Craft activities are also used to point the way toward vocational aptitudes that may be developed by further training. Emphasis is given to a climate of cooperation. 16mm/color/6 min.
Part of Series: **Aids for Teaching the Mentally Retarded**

■ INTELLECTUAL CASTE SYSTEM

DISTRIBUTOR: Indiana LEVEL: Elem.
COST: $125.00 AUDIENCE: Tea., Adm.
RENTAL: $6.75

DESCRIPTION: This film analyzes the controversial intellectual placement system in elementary schools in DeKalb County School system in Georgia. By the time children reach the second grade, they are classified according to intellectual ability into three groups: basic, general, and advanced. Interviews are presented with educators, psychologists, and parents concerning the social stigma and prestige that can result from an intellectual caste system. 16mm/b&w/30 min.

■ INTERACTION ANALYSIS

DISTRIBUTOR: Idaho LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Sup.

OBJECTIVES: 1) Classify classroom verbal behavior in one of 10 categories; 2) develop a matrix through classroom observation from which tallies are made by categories of the observed verbal behavior; and 3) interpret the matrix upon a system of matrix analysis.

DESCRIPTION: This Learning Activity Package (LAP), 17 pages, is designed to develop knowledge on verbal behavior patterns and their implications on the quality of instruction. Special core activities develop each of the above objectives: 1) reading *Interaction Analysis: Theory Research and Application* (Amidon & Haugh) and *Innovations in Education* (Von Haden & King) — readings not included in package; 2) viewing filmstrip/tapes on *Studying Teacher Influence Parts 1-5;* 3) listening to taped interview with Flanders, *A Visit with an Interaction Analyst*; 4) discussing categories and tallying processes in small groups; and 5) submitting tallies using Flanders Practice Tape and completing matrix on tallies; 6) reading appendices on a) "Categories for Interaction Analysis," b) "Flander's Ground Rules," c) "Interpretation of a Matrix," d) "Questions Useful to a Teacher in Interpreting His Own Matrix," and e) "Steps in Developing a Matrix"; and 7) viewing a 5-minute videotape session and preparing a tally and matrix, then checking it by the key provided.

EVALUATION: Tally and matrix of the videotaped class section is self-graded. Postassessment is either an instructor-made test (not provided) or instructor evaluation of work done on interaction analysis in module.

■ INTERACTION ANALYSIS (ANALYSIS OF VERBAL BEHAVIOR), Robert Alley

DISTRIBUTOR: Wichita LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Analyzes and interprets the verbal behavior in his own classroom utilizing a system of interaction analysis in a prescribed manner.

DESCRIPTION: This module (30 pages) aids the participant in developing proficiency in interaction analysis use and interpretation, so that he can employ it in his classroom or together with fellow teachers. The module contains: 1) prospectus, 2) preassessment, 3) enabling elements with self-assessment, and 4) a synthesizing element. Enabling activities include 5 areas of development: a) **Tallying with Flanders' Categories,** b) **Plotting a Matrix,** c) **Interpreting the Matrix,** d) **Advantages of Interaction Analysis,** and e) **Disadvantages of Interaction Analysis.** The preassessment guides the participant to areas of the enabling activities in which he needs to work. A bibliography is included in the module.

EVALUATION: The preassessment and self-tests measure the participant's skill in each of the 5 areas of the enabling activities. The synthesizing element requires the participant to use interaction analysis in a classroom environment, tally the behaviors, put them into a matrix, and interpret the matrix.
Part of Series: **Trends and Innovations in Secondary Education.**

■ INTERACTION ANALYSIS TRAINING KITS: LEVEL I

DISTRIBUTOR: APT LEVEL: All
COST: $13.50/Kit; AUDIENCE: Tea.,Sup.
$14.50/Transparencies (26 mounted)

DESCRIPTION: Within this kit is a 1-hour training tape consisting of 28 segments of live classroom interaction (K-12). It teaches tallying techniques and matrix construction. A 70-page training manual supplements the tape along with completed tallies of taped exercises for comparison and analysis of exercises to give a basic tool for studying classroom interaction. The basic resource book *The Role of the Teacher in the Classroom* is included with a packet of tally sheets and matric forms. A series of 26 unmounted transparencies is available to supplement the Kit.

■ INTERACTION ANALYSIS TRAINING KITS: LEVEL II

DISTRIBUTOR: APT LEVEL: All
COST: $15/kit; AUDIENCE: Tea., Sup.
$14.50/transparencies (27 mounted)

DESCRIPTION: Within this kit is a 1-hour tape with 17 segments of live classroom interaction, illustrating varying teaching patterns in different subject areas. Segments are arranged in order of complexity. The training manual provides instructions for in-depth analysis of the behavior data obtained by tallying classroom interaction on the tape. Also contained is the *Teaching Pattern Analysis Manual* which focuses on the description, identification, and interpretation of teaching patterns. A series of 27 unmounted transparencies is available to supplement the Kit.

■ INTERACTION LABORATORY FOR TEACHER DEVELOPMENT, John Kampsvider

DISTRIBUTOR: Thiokol LEVEL: All
COST: $700.00 AUDIENCE: All

OBJECTIVES: 1) Develop role flexibility to facilitate interaction; 2) develop understanding of the subtle aspects of communicating; 3) demonstrate principles of group dynamics; 4) relate classroom behavior to group process principles; 5) give and receive feedback freely; and 6) develop awareness of the complex relationship between personal and professional behavior.

DESCRIPTION: This kit contains materials for a 27-session workshop (90 minutes each) on human relations training. The program accomodates groups of 15 to 20 participants and provides structured exposure to commonly encountered interpersonal classroom problems with pupils, parents, and fellow teachers. There are 5 major sections of exercises: 1) **Introduction**, 2) **Basic Communication Skills** (6 exercises), 3) **Group Interaction** (6 exercises), 4) **Interpersonal Skills** (7 exercises), and 5) **Professional Problems** (7 exercises). Learning activities consist of problems presented to the group through the use of such simulation techniques as role-playing, action mazes, case studies, and problem-solving situations. The kit contains: a) *Trainer Preparation Guide*, b) *Trainer Manual*, c) *30 Student Journals*, d) student handout sheets, and e) trainer aids — reusable parts, films, and audiovisual materials. Completion time: 40 hours.

■ INTERDISCIPLINARY APPROACHES: SHOULD THEY INCLUDE INDUSTRIAL ARTS?

DISTRIBUTOR: NEA-AIAA
COST: $225.00
RENTAL: $20.00
LEVEL: All
AUDIENCE: Adm., Tea.

DESCRIPTION: This film discusses the current attempts by administrators to improve the organizational structure of the American public school and the relationship of industrial arts to this process. It includes a lengthy discussion of the interrelationship between the disciplines in the present school curriculum.

■ INTO SECONDARY SCHOOL

DISTRIBUTOR: U. of Calif. EMC
COST: $100.00
RENTAL: $9.00
LEVEL: Mid., High
AUDIENCE: Tea.

DESCRIPTION: This film illustrates how the Nuffield Mathematics Teaching Project — a progressive, creative approach to teaching mathematics widely used in British primary schools — may be successfully continued at least two years into the secondary level. It questions the need for the complete change in teaching methods that normally takes place when British children change from primary to secondary school at the age of 11. Two British secondary schools tackle the problems of this new approach — finding space for group teaching in old buildings; adjusting for double periods; and persuading older teachers to try new, less formal methods, such as team-teaching. Students are shown in class, working together in small groups on practical projects, asking questions, and discussing problems with each other and with the teachers who move freely around the room. The teachers pictured provide most of the narration, giving background information and discussing the educational principles underlying the Nuffield approach. 16mm/b&w/17 min.

■ INTO TOMORROW

DISTRIBUTOR: UEVA
COST: $192.00
LEVEL: Elem.
AUDIENCE: Tea.

DESCRIPTION: This film shows how one teacher in a British school effectively used the inquiry approach and open classroom techniques to enhance student's interest and learning. This film follows the class on a field trip where the children discover varying points of interest and in the classroom as groups develop initial studies based on the materials they collected. The film follows the groups as they conduct experiments, build materials, work at their own rates, and progress in depth of study. The teacher builds on inquiry and flexibly structures his procedures around the student's interests. 16mm/b&w/30 min.

■ INTRODUCTION TO BEHAVIORAL OBJECTIVES, George Brent and Donald Zimmerman

DISTRIBUTOR: Glass T.C.
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: 1) Identify and write behavioral objectives; 2) design individualized learning packages for pupils.

DESCRIPTION: This module cluster (5 pages) consists of 2 modules (TTP: 002.01.02): 1) **Identifying Behavioral Objectives** and 2) **Writing Behavioral Objectives**. Each module contains objectives, preassessment procedures, instructional activities, postassessment procedures, and remediation. Instructional activities include: a) reviewing *Preparing Instructional Objectives* (Mager); b) attending a seminar; and c) conferring with team leader.

EVALUATION: The preassessments consist of written tests (a sample test is included). Postassessments are alternate forms of or identical to the preassessment.

■ INTRODUCTION TO COMPREHENSIVE ACHIEVEMENT MONITORING (CAM), William P. Gorth, Robert P. O'Reilly, and Richard G. Allan

DISTRIBUTOR: Massachusetts
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea., Sup., Adm.

OBJECTIVES: 1) Given a list of curriculum characteristics, components, and ideas associated with evaluation, identify those behavioral objectives applicable to CAM; and 2) define and identify components of a CAM testing program.

DESCRIPTION: This 32-page module (SPPED-2800) instructs the user on a modern approach to testing and evaluation which emphasizes what has been learned and what is retained — CAM. The module consists of narrative study sections followed by exercises which require interpreting flowcharts of instruction and testing and identifying characteristics of CAM. Answers to exercises are provided.

■ INTRODUCTION TO MATHEMATICAL RELATIONS

DISTRIBUTOR: Indiana MEDC
COST: Consult Distributor
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: 1) Given a relation and the set on which it is defined: a) list as ordered pairs the elements of the relationship; b) classify its local properties; and c) determine whether or not it is symmetric or transitive; and 2) represent a given relation in three different ways.

DESCRIPTION: This module (13 pages) presents and examines various means of displaying relations. Learning activities include: 1) viewing a slide-tape presentation (tape narrative provided in module); 2) participating in class discussion; 3) completing exercises; and 3) reading suggested materials.

Part of Series: **Mathematics Methods Program**

■ INTRODUCTION TO MOVEMENT EDUCATION

DISTRIBUTOR: UEVA
COST: $240.00
LEVEL: Elem.
AUDIENCE: Tea.

DESCRIPTION: This film introduces classroom teachers to the philosophy of movement education. The film points out that movement education is compatible with modern concepts of education, demonstrates the 3 basic elements of movement education, and provides instructional techniques on safety training. 16mm/color/36 min.
Part of Series: **Movement Education**

■ INTRODUCTION TO MUSIC

DISTRIBUTOR: St. Scholastica LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Use and identify rhythmic patterns, notes, and scales accurately; 2) teach rhythmic patterns and scales to students; and 3) play various scales on the keyboard.

DESCRIPTION: This module (22 pages) consists of a series of projects from which students select, based on the grade they desire. Projects included are: 1) **Observation of a Classroom Music Period,** 2) **Reading Rhythmic Symbols — Time Signatures,** 3) **Rhythmic Divisions and Accents,** 4) **Reading Rhythmic Notation,** 5) **Aural Dictation of Rhythmic Patterns,** 6) **Music Reading — the Grand Staff,** 7) **Piano Keyboard,** 8) **Construction of Scales (Part I and II),** and 9) **Singing Songs Using Note Names, Syllables, and Numbers.** Required activities for a grade of "C" include: a) observe a music class, analyzing in writing techniques and concepts used; b) complete exercises on identifying note value and types of notes, demonstrating beat patterns, sight-reading rhythmic patterns, dividing and notating beats into equating values, analyzing syncopated beats, and clapping and walking the rhythmic pattern of a song; c) micro-teach a group of 5, presenting 2 rhythmic patterns aurally; d) present an original rhythmic pattern; e) locate pitches on keyboard; and f) write scales in major and minor modes. Optional activities required for a grade of "A" or "B" include: a) teach a group of 3rd graders to clap rhythmic patterns and to create their own rhythmic patterns; b) teach a group of 5th graders how to write a major scale; c) listen to tape of different scale patterns and identify them correctly; and d) play 4 scale patterns on the piano. A reading resource list is provided for each project; the main text used is *Basic Music for Classroom Teachers* (Nye & Bergethon). Completion time: 1 semester.

EVALUATION: Criteria for evaluation are provided for each project and consist of instructor evaluation of teaching performance, exercises, and skill demonstrations.

■ INTRODUCTION TO SCIENCE MATERIALS AND PROGRAMS FOR THE ELEMENTARY SCHOOL, Robert W. Fitzmaurice

DISTRIBUTOR: Glass T.C. LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Identify instructional programs in elementary school science; 2) inventory elementary science materials; 3) observe elementary science programs in public schools; 4) teach elementary science lessons using available science materials; and 5) examine elementary science materials and programs while attending a convention.

DESCRIPTION: This module cluster (7 pages) consists of 5 modules (TSES: 001.01-.05): 1) **Identifying Elementary Science Programs,** 2) **Inventorying Elementary Science Materials,** 3) **Observing Elementary Science Programs,** 4) **Teaching Elementary Science Lessons Using Available Materials,** and 5) **Examining Elementary Science Materials and Programs at a Convention.** Each module contains: instructional objectives, preassessment requirements, instructional activities, postassessment requirements, and remediation. Instructional activities include: a) attending seminars; b) reading assigned articles; c) using science resources; d) attending conventions; e) taking inventory of science materials; f) meeting with instructor; g) observing science lessons; and h) teaching science lesson.

EVALUATION: Preassessment and postassessment procedures are outlined. Where written tests are required, they are not provided in module. Steps for remediation are provided.

■ INTRODUCTION TO TEAM TEACHING, Madeline Hunter

DISTRIBUTOR: TIP LEVEL: All
COST: $25.00 AUDIENCE: Adm., Tea.

OBJECTIVES: Identify, in discussion or writing, the major components of successful teaming and determine their own needs in terms of future inservice.

DESCRIPTION: This kit presents each component of successful teaming. The kit consists of: 1) *An Introduction to Continuous Progress, Non-Grading, and Team Teaching* — a 21-page booklet discussing and comparing each system ($.40 per copy with a bulk order of 25 or more); and 2) *Introduction to Team Teaching* — a filmstrip/cassette with narration guide (111 frames/color/18 min.) which develops problems in conventional contained classrooms and shows how team teaching can eliminate them. Topics covered include: a) rationale and definition of teaming, b) roles and responsibilities of team members, c) team meetings, d) diagnosing and grouping for instruction, e) individualized instruction, f) evaluating, g) parent conferencing, h) utilizing space and materials, i) scheduling, and j) teacher in service.

■ INTRODUCTION TO TRANSACTIONAL ANALYSIS: EGO STATES, Ronald Hering

DISTRIBUTOR: Midwest LEVEL: All
COST: Consult Distributor AUDIENCE: All

OBJECTIVES: 1) When given conversations between individuals, correctly analyze the transactions in terms of ego states; and 2) when given specific dialogue of an individual, correctly identify the ego states found within the dialogue.

DESCRIPTION: This module (10 pages) develops understanding of transactional analysis and its application in an educational setting. Information is provided on each of the 3 ego states — parent, adult, child — through readings and charts which outline the characteristics of each state as to voice, demeanor, attitude, gesture, dress, and vocabulary.

EVALUATION: A self-test is provided with an answer-key. The unit is completed when the participant meets the performance standards on a posttest.

■ IS IT ALWAYS RIGHT TO BE RIGHT?

DISTRIBUTOR: Bosustow LEVEL: All
COST: $130.00 AUDIENCE: Tea.

DESCRIPTION: This film, a parable told by Orson Wells, highlights the centers of diviseness in our society — the generation gap, war, poverty, and race. Live-action is interlaced with animated sequences. The film attempts to answer such questions as "why is it hard for some people to say I may be wrong" and ways to change an unproductive argument into a discussion where both can learn. 16mm/color/8 min.

■ ISSUES AND IMPACTS ON EDUCATION, Emanuel Hurwitz

DISTRIBUTOR: IDI LEVEL: All
COST: $39.95 AUDIENCE: Tea., Adm., Coun., Sup.

DESCRIPTION: This cassette series explains and discusses specific challenges and conflicts in education today. It provides background for understanding what has happened and for planning the future. Emanuel Hurwitz, the narrator, focuses on educational problems such as finance, decision-making, student unrest, and segregation and the courts. The following topics are covered in the 5 cassettes (2 sides each): 1) *Challenge to Traditional School Governance*, 2) *Politics of Local School Control*, 3) *Crisis in Urban School Finance*, 4) *School Board and Viable Educational Decision-Making*, 5) *Justice Department Ultimatum: A Case Study*, 6) *Evanston Superintendency Controversy: A Case Study*, 7) *Public School Students in Rebellion*, 8) *Extracurriculum and Student Unrest*, 9) *The Courts: An Increasing Influence on School Policy Making*, and 10) *De Facto Segregation and the Courts*. The set is contained in a vinyl album.

■ IT'S YOUR RIGHT: THE LAW SAYS

DISTRIBUTOR: NEA-Publ. LEVEL: Mid., High
COST: $32.50 AUDIENCE: All

DESCRIPTION: This multi-media kit explores the rights of juveniles as citizens and examines the machinery of law enforcement. The materials may be used in the classroom with junior and senior high students to arouse interest, develop insight, and provide motivational aid. It also serves to provide background for parents and educational personnel, so that they might answer student questions and apply the law effectively with these students. The kit consists of: 1) a sound/filmstrip (color) that explores the rights of everyone, but specifically those of minors; 2) a cassette tape that presents an open discussion between a lawyer and 6 young people; 3) a copy of the *Code of Student Rights and Responsibilities*; 4) a package of *Your Child and the Law* (30 leaflets) for distribution of parents; 5) package of *How to Build Better Courts* (20 copies) for student use; and 6) a copy of *Law in American Society*.

J

■ JEAN PIAGET MEMORY AND INTELLIGENCE

DISTRIBUTOR: Sterling LEVEL: All
COST: $450.00 AUDIENCE: Tea.

DESCRIPTION: This is a filmed documentary of Jean Piaget presenting his new work on memory and intelligence at the International Congress of Preschool Educational Specialists in Kyoto, Japan. Along with Piaget's presentation in French are carefully translated English subtitles. 16mm/color/45 min.
Part of Series: **Piaget's Developmental Theory**

■ JENNIFER IS A LADY, Pre-Schooler's Workshop

DISTRIBUTOR: NYU Film Lib. LEVEL: E. Ch.
COST: $300.00 AUDIENCE: Sp. Ed. Tea.
RENTAL: $25.00

DESCRIPTION: This film focuses on Jennifer, a 5-year-old child suffering from infantile autism, who has serious problems with language, learning, and social relationships. She attends the Pre-Schooler's Workshop, a therapeutic nursery-kindergarten, with other children who have a variety and range of disability handicaps. This film illustrates various teaching techniques, both group and individual, used to promote her language skills and to foster social relatedness. It emphasizes that the autistic child is educable and should be given special preschool programs by age 2 in order to minimize her handicap and to prepare her to become a member of society. 16mm/color/26 min.

■ JIMMY

DISTRIBUTOR: NEA-Sound LEVEL: High
COST: $35.00 AUDIENCE: Tea., Coun.

DESCRIPTION: This film follows Jimmy during 6 critical weeks of his life. As an 18-year-old high school sophomore, he drops out of school. Upon seeing his limitations without an education, he decides to reenter school but soon leaves again. Discussions with the guidance counselor, his teachers, the neighborhood employment center staff, and his friends were filmed as they happen, giving insights into the drop-out problem. 16mm/b&w/29 min.

■ JUST BEYOND THE CHALKBOARD

DISTRIBUTOR: N.I.U. LEVEL: Elem., Mid.
COST: $190.00 AUDIENCE: Tea.
RENTAL: $6.90

DESCRIPTION: This film takes the learning experience beyond the classroom into a guided exploration of the outdoors. To be a meaningful learning experience, the film stresses well-planned preparation in the classroom. An outdoor experience teaches observation, thinking, inquiry, and discovery. Various subject areas are shown being incorporated into the outdoor concept. 16mm/color/24 min.

K

■ KEEPING PACE WITH CHANGE/UPDATED TEACHING TECHNIQUES, Donald R. Cruickshank

DISTRIBUTOR: IDI LEVEL: All
COST: $47.95 AUDIENCE: Tea.

DESCRIPTION: This series of 6 cassette tapes brings together specialists in various subject content areas to guide teachers in updating their teaching techniques. Specific suggestions outline ways to provide greater motivation within curricular areas. Topics covered are: 1) *Teaching Listening*, 2) *Teaching Reading*, 3) *Teaching Composition*, 4) *Teaching Spelling*, 5) *Teaching Social Studies*, 6) *Teaching Mathematics*. This set is contained in a vinyl album

■ KEEPING UP: EDUCATIONAL CHANGE

DISTRIBUTOR: IDI LEVEL: All
COST: $78.95 AUDIENCE: Tea., Adm., Sup.

DESCRIPTION: This cassette series is a symposium presentation concerned with clarifying organizational changes for group flexibility and describing instructional techniques that provide opportunities for students to make the best use of their time as individuals. The series deals with organizational changes, specifically those that describe teaching and learning techniques. The following topics are covered in the 10 cassettes (2 sides each): 1) *What Has Experience Taught Us about Education* (Van Allen), 2) *Group Teaching vs. Individualized Instruction* (Gore), 3) *Nongradedness — What Is It?* (Van Allen), 4) *Inquiry Teaching, Parts I and II* (Waldren), 5) *Using Questions as a Teaching Technique* (Edwards), 6) *Differentiated Assignments* (Heller), 7) *What Is Flexible Scheduling* (Allen), 8) *Rationale for Individualized Instruction* (Rollins), 9) *Changes in Curriculum Organization in Individualized Instruction* (Rollins), 10) *Individualized Instruction, Parts I and II* (Frazier), 11) *Individual and Independent Study* (Heller), 12) *Flexibility in Scheduling* (Heller), 13) *Team Teaching — Basic Concepts* (Heller), 14) *Team Teaching, Parts I and II* (Allen), and 15) *Micro-Teaching — What Is It? Parts I and II* (Allen). The complete set is contained in a vinyl album

■ KEITH — A SECOND GRADER

DISTRIBUTOR: Indiana
COST: $110.00
RENTAL: $5.25
LEVEL: Elem.
AUDIENCE: Tea., Coun.

DESCRIPTION: This film presents a candid view of one student in a number of school situations. It is not intended to illustrate teaching methods or techniques. The focus is on the student and the purpose is to provide individual behavioral data for observation and analysis. Keith is a 2nd-grade student who is seen with his class participating in discussion, cooperative projects, and other learning activites during different phases of a particular school day. The day which was recorded represents a typical day in this student's life and provides raw data rather than a series of exceptional or planned incidents.16mm/b&w/22 min.
Part of Series: **Four Students**

■ KEVIN

DISTRIBUTOR: Churchill
COST: $100.00
LEVEL: Elem., Mid.
AUDIENCE: Sp. Ed.
Tea., Coun.

DESCRIPTION: This film presents the story of Kevin, an intelligent blind boy. The film shows Kevin as he moves through his world developing his remaining senses. Kevin narrates the film and tells how he perceives his world, how he longs to be like other boys, how he hopes one day to see, and how he desires to learn; thus giving insight into the nature of the adjustment to blindness. A discussion guide accompanies the film. 16mm/b&w/16 min.

■ KIDS ARE PEOPLE, TOO

DISTRIBUTOR: Macmillan
COST: $400.00
RENTAL: Consult Distributor
LEVEL: All
AUDIENCE: Tea., Adm.

DESCRIPTION: This film documents one teacher's fight to reach the disruptive child. A young, sensitive teacher establishes a special classroom in her Middletown, Connecticut school — a classroom where just about every rule is broken except one: corrections and discipline are always meted out with love. After vivid struggles of egos and strong wills, the children slowly learn to trust an adult and one another. Math and reading skills improve. But the hard-won progress erodes when the supportive principal of the school is transferred and traditional public school dictums replace the experimental approach. 16mm/color/43 min.

■ KITCHEN PHYSICS

DISTRIBUTOR: EDC
COST: $300.00
RENTAL: $20/3 days
LEVEL: Elem.
AUDIENCE: Tea.

DESCRIPTION: This film follows a 6th grade class in Vermont studying one Elementary Science Study (ESS) unit over a period of several weeks. It shows the informality of the classroom and the children's active participation in the learning process as they work through many activities together and with their teacher, explore the behavior of water, design experiments, and predict outcomes. The climax of their investigations is a text which their teacher has designed for them. The following related publications are available: *A Working Guide to the Elementary Science Study* ($3.00), *The ESS Reader* ($2.00), *An Interview with Bruce Whitmore* ($1.00), *An Interview with Dorothy Welch* ($1.00), and *An Interview with Pat Hourihan* ($1.00). 16mm/b&w/30 min.

L

■ LANGUAGE ARTS: LINGUISTICS, Henry Sustakoski and Joseph Oliva

DISTRIBUTOR: Buffalo TCPC
COST: No Charge
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: 1) Explain various communications systems, both oral and non-oral; 2) develop competence in the phonological analysis of language; and 3) develop competencies in aspectual linguistic analysis.

DESCRIPTION: This modular component package consists of 3 module clusters: 1) **Language and Culture** (5 pages/3 modules), 2) **Phonology** (6 pages/4 modules), and 3) **Aspectual Linguistic Analysis** (6 pages/4 modules). Learning activities include: a) attending lecture-seminars and discussions; b) performing laboratory exercises; c) reading suggested materials; d) demonstrating competency in reading phonetic chart; e) practicing phonetic and supra-segmental transcription; f) applying phonetic analysis to a foreign language; and g) analyzing morphophone units.

EVALUATION: Preassessments are not required. Criteria for postassessments, both written and oral, are provided.

■ LANGUAGE BUILDING

DISTRIBUTOR: Time/Life
COST: $250/indiv. films;
$1,000/series
RENTAL: $30/indiv. films; $125/series
LEVEL: Elem.
AUDIENCE: Tea.

DESCRIPTION: In this film the infant-school teacher builds on the foundations laid in the home, helping the child to enlarge his vocabulary, structure his sentences, and communicate his ideas. This film was produced with Tom John, Headmaster of Tower Hill Primary School, Whitney, England. 16mm/b&w/30 min.
Part of Series: **Mother Tongue**

■ LAP ON WRITING LAPS, Kenneth T. Smith

DISTRIBUTOR: Nova
COST: $1.00
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: 1) Using scope and sequence for subject area, write rationale for specific concept, phase, or idea; 2) write measurable student objectived for rationale; 3) develop performance test for objectives; 4) develop flowchart for developed LAP; and 5) write 3 objectives utilizing a different media and/or mode for each objective.

DESCRIPTION: This LAP (37 pages) presents sequenced steps for developing learning packages. Successful completion of pretest allows participant to bypass module. For each objective a choice of assignments is available. A basic flowchart is pictured in Appendix A. Appendix B is a sample LAP. Module contains a selected bibliography of printed materials and filmstrips and audiotapes.

EVALUATION: A self-test is provided with a score sheet to measure response to individual activities. Final evaluation is made on entire LAP by instructor.

■ LEARNING BY DESIGN OR THE INFLUENCE OF ENVIRONMENT

DISTRIBUTOR: Time/Life LEVEL: Elem.
COST: $250/indiv. films; $2,000/series AUDIENCE: Tea.
RENTAL: $30/indiv. films; $250/series

DESCRIPTION: In this film a teacher is shown making use of the environment. In one sequence the teacher is using the actual elements of the environment—its geography, history, society, and industry — to make concrete the values which society has found lasting. In another, children of ages 7 through 10 are shown in such activities as arts and crafts, printing, modeling, and woodworking to instill a pride of achievement. 16mm/b&w/30 min.

Part of Series: **Discovery and Experience**

■ LEARNING BY DOING

DISTRIBUTOR: Time/Life LEVEL: Elem.
COST: $250/indiv. films; $2,000/series AUDIENCE: Tea.
RENTAL: $30/indiv. films; $250/series

DESCRIPTION: In this film the child-centered process of learning is shown in a real classroom situation. This method takes into account not only what the child needs to know, but also how he thinks. The teacher begins with a point of interest that concerns the children and sparks them into investigating. This activity is followed by recording the experience through writing, drawing, and making graphs, charts, and models — working both alone and in groups. By the end of the semester, the children become capable of carrying out their own work. 16mm/b&w/30 min.

Part of Series: **Discovery and Experience**

■ LEARNING CENTER, Tom Hill

DISTRIBUTOR: V.I.P. LEVEL: All
COST: $1.25 AUDIENCE: Tea.

OBJECTIVES: Develop knowledge and comprehension of what a learning center is and how it can become an integral part of the learning environment by allowing for individual differences within a classroom.

DESCRIPTION: This instructional package (19 pages) develops methods of making the learning center not just an interest center, but also a facility to meet the needs and abilities of students. The package consists of 4 parts: 1) a reprint of "The Learning Center" by Drummond which describes how to plan a vital learning center; 2) a posttest that evaluates understanding of principles presented in the narrative; 3) a set of instructional frames to clarify certain points in the posttest; and 4) a guide for utilization in setting up the format of a learning center.

EVALUATION: A posttest and key are provided. Remediation material is also available in the module.

■ LEARNING DISABILITIES

DISTRIBUTOR: NBC LEVEL: All
COST: $235.00 AUDIENCE: Tea., Sp. Ed. Tea.
RENTAL: $12.00

DESCRIPTION: This film presents several episodes in classes for the learning disabled and provides information on the nature and types of learning disabilities. Early diagnosis and continuing assessment are stressed because many learning problems can be eliminated by the classroom teacher if they are discovered early enough. The film describes the work of the whole learning disability team — teacher, psychologist, and social worker. 16mm/b&w/30 min.

■ LEARNING DISABILITIES AND THE BLOCKED SENSORY INPUT TECHNIQUE

DISTRIBUTOR: Learning Process LEVEL: All
COST: $335.00 AUDIENCE: Sp. Ed.
RENTAL: $33.50/viewing Tea., Adm.

DESCRIPTION: This film presents multi-sensory methods of teaching the learning disabled child: those with disorders related to sensory stimulus and receptor, sensory-motor, cognitive, and memory processes and to psychological and cultural deficits. Emphasis is given to individualizing techniques to meet the specific learning styles of each child. Various methods and techniques are demonstrated in actual classroom learning situations. Methods and materials shown are: 1) Auditory-Kinesthetic-Tactile Method (AKT Method) which blocks the visual input process; 2) auditory techniques such as use of tape recorders and microphones; 3) controlled rate reading projectors for hyperlexic children; 4) the bookless technique; 5) the tachistoscope which is a device used to improve visual and auditory sequencing memory; 6) the notched card to improve directionality; 7) articulatory kinesthesia in speech and reading; and 8) the parachute technique which develops motor skill and equilibrium. The film also surveys programs for career development for learning disabled students. 16mm/color/30 min.

■ LEARNING INTERACTION ANALYSIS: A PROGRAMMED APPROACH, Miles Olson et al.

DISTRIBUTOR: T.L.A. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Develop understanding of and use the Flanders System of Interaction Analysis.

DESCRIPTION: This self-instructional programmed kit (47 pages) contains four steps: 1) reading **Interactional Analysis in the Classroom** (provided); 2) listening to a 60-minute casette-tape (provided with book) and answering questions testing understanding; 3) charting a matrix of Interaction Analysis data on form in book; and 4) reading secion on "Interpreting the Matrix." One kit can be used in a school on a ratio of one kit per ten teachers. Special quantity discounts available.

■ LEARNING PROCESS

DISTRIBUTOR: St. Scholastica LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Identify who or what brings about learning; 2) develop certain criteria which may be used as guideposts to learning; 3) formulate motivational techniques; 4) develop learning experiences in performance terms and put these into effect in an actual laboratory experience; and 5) structure and administer to pupils an evaluation instrument based on something the participant has taught.

DESCRIPTION: This module (15 pages) consists of a series of projects from which students select, based on the grade they desire. Projects included are: 1) **Learning**, 2)

Motivation, 3) **Teacher Competencies**, 4) **Inventory of Student Needs**, 5) **Learning in Terms of Performance**, 6) **Learning Experience with Students**, 7) **Interpersonal Relationships**, 8) **Instructional Game**, 9) **Evaluative Device**, and 10) **Learning Experience with Students**. Required activities for a grade of "C" include: a) confer with instructor; b) read from resource list; c) write papers dealing with rational for learning, motivation, and teacher competencies; d) develop an inventory checklist of a given student's cognitive and effective needs; e) tutor a student on 8 occasions, developing a higher level of achievement; and f) self-assess sensitivity to the affective domain of learning. Optional activities required for a grade of "A" or "B" include: a) develop a learning game; b) design an evaluative device for a specific objective other than a paper-and-pencil test; and c) tutor a student on 16 occasions, trying to develop a higher level of achievement. A reading resource list is provided for each project. A "List of Teacher Competencies" (1 page) and "Interpersonal Relationship Rating Scale" (2 pages) are included in the module. Completion time: 1 semester.

EVALUATION: Evaluative criteria are established for each project, consisting of instructor-evaluation of written papers, conferences, teaching performance, and projects.

■ LEARNING PROCESS AND MICROTEACHING

DISTRIBUTOR: Doane LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Describe, discuss, and contrast the learning process as viewed by a stimulus-response psychologist and a cognitive-field psychologist.

DESCRIPTION: This Depth Packet #21 (9 pages) develops understanding of the learning process and provides opportunities for involvement in the teaching-learning process. The packet consists of 2 sets of activities: 1) work in groups of 4-5, doing research on learning, and 2) microteach a lesson. The group work requires: a) reading *Psychology Applied to Teaching* (Biehler), working and discussing the accompanying study guide; b) completing 3 learning experiences listed in text; and c) discussing selection with the professor. The microteaching portion requires: a) reading the enclosure — "Microteaching: Definition and Overview" (6 pages); b) planning a lesson, and c) microteaching the lesson. Completion time: 15-19 hours.

EVALUATION: No preassessment is provided. Proficiency Assessment consists of instructor evaluation of group seminars and microteaching session

■ LEARNING THROUGH MEDIA

DISTRIBUTOR: McGraw-Hill Films LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

DESCRIPTION: This sound/filmstrip shows media being incorporated in the classroom to reinforce, motivate, and vary learning situations. Several classroom situations show teachers using media in their classes in various ways. Types of media used include: 35mm filmstrips, 16mm films, super 8 film loops, and study prints. Use of McGraw-Hill materials is emphasized. Completion time: 11 min.

■ LEARNING TO SPEAK

DISTRIBUTOR: SRMCD LEVEL: All
COST: Consult Distributor AUDIENCE: Sp. Ther., Tea.

DESCRIPTION: This videotape presents methods of developing intelligible speech with deaf children, using all modalities and variety of technological media including the latest electronic devices. Part I demonstrates techniques in use with very young hearing-impaired children. Part II continues with speech discrimination tasks and speech refinement. 50 min. (Order No. IE-4)

■ LEGEND OF ANNE SULLIVAN

DISTRIBUTOR: Campbell LEVEL: All
COST: $210.00 AUDIENCE: Tea., Sp. Ed. Tea.
RENTAL: Free loan

DESCRIPTION: This film shows the work being done with both children and adults to overcome the handicap of deafblindness. Specific techniques of teaching and rehabilitation are shown. The work being done today stems from the pioneering work done by Anne Sullivan with Helen Keller. 16mm/color/28 min.

■ LEO BEUERMAN

DISTRIBUTOR: Coronet LEVEL: All
COST: $150.00 AUDIENCE: Sp. Ed. Tea.

DESCRIPTION: This film tells the story of a man imprisoned by his handicaps — poor vision, lack of mobility, a warped and twisted body. As a small boy he built himself a cart in order to get around. His mother, frightened for his safety, encouraged him to stay at home and crochet. Leo was not as frightened as his mother, and he used his cart to make a living. The film provides insight into the nature of the problems and potential of the handicapped. 16mm/color/13 min.

■ LESSON AND UNIT PLANNING

DISTRIBUTOR: Doane LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Analyze the various steps a teacher should follow in the preparation of unit and lesson plans; 2) demonstrate ability to construct a unit plan; and 3) develop a lesson plan for 1 day of instruction.

DESCRIPTION: This Depth Packet #11 (5 pages) develops skill in planning. Learning experiences include: 1) working Vimcet program #136, *Teaching Units and Lesson Plans*; 2) reading selections in *Teaching in the Elementary School* (Klausmeier & Dresden), *Better Teaching in Secondary Schools* (Alcorn, Kinder, & Schunert), *Successful Teaching in Secondary Schools* (Callahan), *Modern Methods in Secondary Education* (Grambs, Carr, & Fitch); and *Systematic Instruction* (Popham & Baker); 3) viewing the film, *Unit Teaching in Sixth Grade Science*; and 4) constructing a unit and lesson plan using the text, *Unit Teaching in the Elementary School* (Hanna, Potter, & Hazaman). Completion time: 8-10 hours.

EVALUATION: The preassessment is optional and consists of a conference with the instructor. The Proficiency Assessment consists of instructor evaluation of seminars and unit and lesson plans.

■ LET'S TRY SOMETHING ELSE KIND OF THING: PRECISION TEACHING

DISTRIBUTOR: CEC LEVEL: All
COST: $20.00 AUDIENCE: Tea.

OBJECTIVES: 1) Use techniques of precision teaching to match curriculum to each student's rate and level of learning; and 2) use techniques of precision teaching to measure student progress daily, individually, and precisely through the use of charts and models.

DESCRIPTION: This sound/filmstrip outlines and demonstrates the process of precision teaching as applied in the classroom. The process is covered in four areas: 1) pinpoint specific behaviors, 2) chart responses to indicate progress, 3) change instructional procedures, and 4) try again. Ann

Starlin, the narrator, describes how she applies precision teaching to spelling lessons in her elementary classroom. She also explains the use of a series of models and charts that she has developed for guiding and evaluating precision teaching. Methods shown can be used with all subjects and grade levels; they may also be used with special education classes. 77 frames/color/20 min.

■ LETTERING INSTRUCTIONAL MATERIALS

DISTRIBUTOR: Indiana LEVEL: All
COST: $150/color; $75/b&w AUDIENCE: Tea.
RENTAL: $6.50/color; $4.60/b&w

DESCRIPTION: This film shows many types of letters and lettering devices which may be used to produce effective printing on such materials as charts, posters, and bulletin boards. The uses of rubber stamps, cut-out letters, 3-D letters, stencil letters, transparent letters, and double-faced letters are illustrated. Mechanical scribers and engraved templates are pictured with suggestions for using each. This film is available in a Spanish language version. 16mm/color and b&w/22 min.

Part of Series: **Preparation of Audio-Visual Materials**

■ LIGHT FOR DEBRA

DISTRIBUTOR: SRMCD LEVEL: All
COST: Consult Distributor AUDIENCE: Sp. Ed. Tea., Adm.

DESCRIPTION: This videotape reports on a long-term research program for a girl born severely retarded with accompanying disabilities of hearing and speech. The research bridges the gap between laboratory discovery and classroom usage. Recent research on all aspects of mental retardation — prevention, diagnosis, psychological factors, behavioral characteristics, and educational approaches — are reviewed and demonstrated. Basic principles of behavioral reinforcement and operant conditioning are extended by a new thrust toward concept development which broadens the child's response-potential. Emphasis is on action research — colleges and universities using institutions as a living laboratory for experiments with innovative devices and strategies. 20 min. (Order No. IE-32)

■ LIGHT FROM A BLACK BOX

DISTRIBUTOR: GSA LEVEL: All
COST: $48.75 AUDIENCE: Tea., Par.,
RENTAL: $10.00 Sp. Ed. Tea.

DESCRIPTION: This film documents experimental efforts to apply programmed instruction and auto-instructional devices in the education of mentally retarded children. 16mm/b&w/28 min.

■ LISTENING MODULE, Dorothy E. Alexander

DISTRIBUTOR: Dallas LEVEL: All
COST: $.45 AUDIENCE: Tea.

OBJECTIVES: 1) Conduct 3 listening experiments; 2) identify 10 sounds; 3) in various listening exercises, identify: a) the drinking gourd, b) the underground railroad, and c) 2 characters in the operetta; and 4) become an active listener.

DESCRIPTION: This module (7 pages) is designed to enhance teacher-student communication through developing more responsive listening. Resource materials consist of cassette tapes and records of: a) *Cecilia Valdes*, b) *Moments in Space*, c) *Exercises with Debbie Drake*, d) *Caterina Valenti*, e) *Black Odyssey*, and f) *Sound Effects*. Learning experiences consist of: 1) listening to sounds in the lunch room and on the campus; 2) writing paragraphs describing the sounds experienced in exercise #1; and 3) listening to the cassette tapes and successfully answering questions about them. A reference list of printed materials is provided.

EVALUATION: A pretest and posttest are provided and consist of questions regarding identification of sounds on a cassette tape.

■ LONG TIME TO GROW — PART I: TWO- AND THREE-YEAR-OLDS IN NURSERY SCHOOL

DISTRIBUTOR: NYU Film Lib. LEVEL: E. Ch.
COST: $215.00 AUDIENCE: Tea.
RENTAL: $13.00

DESCRIPTION: This film is about 2- and 3-year-old children in nursery school. As the camera follows their activities through the nursery school day and through the seasons of the year, it shows what children are like while they are learning and growing. The various scenes show the skill, effort, and eagerness with which 2- and 3-year-olds go about their daily affairs. They also show the ways teachers offer help by setting limits, as well as by giving support and encouragement. Variety and suitability of play equipment for natural and constructive activity are indicated in the playroom and playground scenes. The quality and amount of supervision necessary is suggested by the commentary. The role of the student teacher is shown in this campus laboratory school setting. 16mm/b&w/37 min.

■ LONG TIME TO GROW — PART II: FOUR- AND FIVE-YEAR-OLDS IN SCHOOL

DISTRIBUTOR: NYU Film Lib. LEVEL: E. Ch.
COST: $215.00 AUDIENCE: Tea.
RENTAL: $13.00

DESCRIPTION: This film follows the activities of the 4- and 5-year-old in school. While there is considerable overlap between 4- and 5-year-olds and much individual variation in general, 4-year-olds are seen in a familiar world of activities and interests. These are largely an elaboration and perfecting of the skills and interests of 2- and 3-year-olds. Their world is one of vigorous play with emphasis on group activity; of sensory pleasures, sometimes creative with painting; and of dramatic play. 5-year-olds, while continuing much of these activities, are beginning to enter the world of older children — a more formalized, enlarged world. They begin to enjoy games with simple rules; they seek facts about the world around them; they begin to use symbols; and words and numbers begin to take on some meaning. 16mm/b&w/37 min.

■ LOOKING AT CHILDREN

DISTRIBUTOR: Metropolitan Life LEVEL: All
COST: Free to Professional Educators AUDIENCE: Tea., Sch. Nurse, Par.

DESCRIPTION: This film portrays early signs of health problems and conditions in children as seen frequently in the classroom by observant teachers. It depicts the important interactions of the teacher with parents and the school nurse to obtain appropriate remedial action. The film provides guidelines for health observations and encourages the role of teacher as a member of the health team. 16mm/color/24 min.

■ MAGIC LETTERS

DISTRIBUTOR: Sterling LEVEL: E. Ch., Elem.
COST: $190.00 AUDIENCE: Sp. Ed. Tea.

DESCRIPTION: This film demonstrates techniques to be used in special education classes for teaching the formation of letters and the relationship of the capital and small letter. Letters A-G are covered in the film. The formation of each letter is demonstrated. The capital and then the small letter appears slowly in the direction in which each is printed; then both are shown together. The film may be used in actual classroom presentation with follow-up activities. 16mm/color/16 min.

■ MAKING OBSERVATIONS AND INFERENCE, William Capie

DISTRIBUTOR: Georgia LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Use activities to develop the skills of observing and inferring when teaching elementary science; and 2) use observation and inference to develop concepts when working with children.

DESCRIPTION: This module (38 pages) develops skills in using observing and inferring as a basis for instruction. A flowchart directs the participant through the module. Learning activities include: 1) completing exercises in observing; 2) observing in the elementary classroom; 3) studying lesson plan (provided); 4) discussing assigned question topics; 5) performing an experiment,"colored solutions," requiring observation and inference; 6) completing inferring activities; 7) viewing slide/tape presentations, *Inferring* and *Inferring in the Elementary School;* and 8) reading enclosure, "Observation and Sherlock Holmes" (2 pages).

EVALUATION: Pretest is optional and not provided. A posttest is required and provided in module (1 page). Module is being revised for winter quater, 1973.

Part of Series: **Teaching Elementary Science: A Modular Approach**

■ MAKING OBSERVATIONS MAKE SENSE, William Capie

DISTRIBUTOR: Georgia LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Use activities to develop system analysis skills when teaching elementary science; and 2) use a system approach to develop concepts when working with children.

DESCRIPTION: This module (18 pages) is designed to illustrate the use and benefits of several types of systems in science and in science teaching. Learning activities include: 1) reading and completing enclosures: a) "Making Observations Make Sense" (5 pages), b) "Classifying in the Elementary School" (2 pages), c) "Teaching Primary Children to Classify" (2 pages); and d) "Using Classifying with Elementary Children" (1 page); and 2) viewing slide/tape presentation on "Classifying in the Elementary School."

EVALUATION: The pretest is optional and not provided. An instructor-graded posttest is provided. A revised version of this module is being prepared for the winter quarter, 1973.

Part of Series: **Teaching Elementary Science: A Modular Approach**

■ MAKING OBSERVATIONS OF SPACE AND TIME, William Capie

DISTRIBUTOR: Georgia LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Use activities to develop the skill of using space/time relationships when teaching elementary science.

DESCRIPTION: This module (12 pages) focuses on specific skills and activities used in current science programs to describe the physical environment. A flowchart and pretest results direct the participant through the module.Learning activities include: 1) completing 2 sets of space/time activities; and 2) viewing slide/tape presentation, *Space/Time in the Elementary School.*

EVALUATION: The pretest is optional and not provided in the module. A 1-page, instructor-graded posttest is included in the module. This module is currently being revised for the winter quarter, 1973.

Part of Series: **Teaching Elementary Science: A Modular Approach**

■ MAKING QUANTITATIVE OBSERVATIONS, William Capie

DISTRIBUTOR: Georgia LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Teach measuring as an integral part of the science curriculum; and 2) use the metric system in science so that children can use it along with the English system.

DESCRIPTION: This module (20 pages) develops the skills necessary for continued learning of the metric system, and the plans for teaching some aspects of the metric system to elementary students. A flowchart and pretest results route the participant through the module. Learning activities include: 1) completing 5 measuring activities (answers provided); 2) reading and answering questions in the enclosure, "Measuring in the Elementary School" (5 pages); 3) role-playing as a 5-year-old while working through enclosure, "Teaching Measuring to Primary Children" (2 pages); and 4) completing 2 exercises on "Using Measuring in Science Teaching."

EVALUATION: The pretest is optional and not provided in the module. The instructor-graded posttest (1 page) is provided in the module. A revised version of this module will be available for the winter quarter 1973.

Part of Series: **Teaching Elementary Science: A Modular Approach**

■ MAKING SENSE VISUALLY

DISTRIBUTOR: NEA-AECT LEVEL: All
COST: $11.00 AUDIENCE: Tea.

DESCRIPTION: This filmstrip program introduces some of the basic concepts and vocabulary of visual literacy, such as body language, symbol and object language, incoding and message carriers, presentation, reception, and feedback. The program consists of a color filmstrip and a 12-page guide that presents creative communication opportunities. The filmstrip is designed so that a teacher could pace the presentation for use in grades 5-12.

■ MAN AND HIS ENVIRONMENT: A NEW APPROACH TO ENVIRONMENTAL EDUCATION

DISTRIBUTOR: NEA-AAHPER LEVEL: All
COST: $17.00 AUDIENCE:Tea.,Sch.Pl.

DESCRIPTION: This filmstrip with accompanying 33-1/3 rpm record is designed to orient teachers and resource management specialists to a new approach in environmental education through the use of environmental study areas and 5 unifying concepts or strands. Suggestions are given for identifying sites, planning programs, and preparing lessons. A copy of the booklet by the same name and a script guide accompany the filmstrip. 91 frames/14 min.

■ MAN — HIS GROWTH AND DEVELOPMENT: BIRTH THROUGH ADOLESCENCE

DISTRIBUTOR: Video Nursing LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Coun.

DESCRIPTION: This videotape series discusses and demonstrates the continuity of development through the stages of infancy, toddlerhood, preschool year, middle childhood, and adolescence. The problems and characteristics of each stage are presented with regard to physical, psychological, cultural, intellectual, and parental reactions. The series consists of 24 two-inch videotapes (144 minutes each): 1) **Adolescence — A Cultural Phenomenon**, 2) **Adolescence — Idealism and Realism**, 3) **Adolescence — Sexuality**, 4) **Cognitive Functioning — Ages 6-13**, 5) **Consolidation and Growth**, 6) **Coping with the Toddler**, 7) **Emerging Consciousness**, 8) **Emotional Development of the Infant**, 9) **Heredity and Behavior**, 10) **The Infant and Society**, 11) **Intellectual Development — Ages 6-13**, 12) **Language Development**, 13) **Man; His Growth and Development: Birth to Adolescence**, 14) **Path to Adulthood**, 15) **Peer Groups, Ages 3-13**, 16) **Play Activities — Ages 6-13**, 17) **Preschooler —Concept Development**, 18) **Preschooler — Psycho-Sexual Development**, 19) **Rudiments of Self-Concept**, 20) **School and the Child**, 21) **Sex Role, Ages 3-13**, 22) **The Toddler — Origins of Independence**, 23) **Understanding Infant Behavior**, and 24) **Unfolding Infant Behavior**.

■ MANAGEMENT BY OBJECTIVES, Robert E. Boston and David A. Spencer

DISTRIBUTOR: Amidon LEVEL: All
COST: $95.00 AUDIENCE: Sup., Adm.

DESCRIPTION: This kit contains 5 filmstrips with accompanying cassette-tapes that describe the steps a school district may take in organizing a management by objectives (MBO) approach and thus meet community demands for accountability. 1) *Management by Objectives: A Delivery System for School Accountability* outlines the philosophy of a MBO and states the steps to be taken to implement MBO in a school system. 2) *Setting Education Goals* lists procedures for setting a school district's goals and determining who should be involved; 3) *Establishing Objectives: Steps to Goals* explains what objectives are, how to make them observable and measurable, how to apply them to specific administrative and teaching positions, how to differentiate between goals and objectives, and what are routing and special objectives. 4) *Assessment — Program Development — Evaluation* describes how to conduct a needs assessment and how to develop programs and evaluation procedures for programs. 5) *Appraisal Procedures* describes a set of procedures for reporting individual progress of each staff member and procedures for regularly measuring the progress of each staff member in achieving his objectives. 20 copies of the *How To Booklet* accompanies the kit.

■ MANAGING BEHAVIOR, George Brent and Denise Harrison

DISTRIBUTOR: Glass T.C. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Coun.

OBJECTIVES: 1) Define basic operant terms; 2) state basic operant principles; 3) read operant measurement charts; and 4) use operant principles and measurement with social and academic behaviors.

DESCRIPTION: This module cluster (38 pages) consists of 13 modules (H&H: 001.01-.13): 1) **Writing Instructional Objectives**, 2) **Defining Operant Terms**, 3) **Basic Operant Principles**, 4) **Analysis of Behavior in Operant Terms**, 5) **Operant Measurement Techniques**, 6) **Recording Operant Behaviors**, 7) **Specifying the Situation in Which Measurement Takes Place**, 8) **Examples of Operant Studies**, 9) **Measurement of a Social Behavior**, 10) **Measurement of an Academic Behavior**, 11) **Modification of Social Behavior**, and 12) **Modification of Academic Behavior**. Each module consists of objectives, a preassessment, uniform instruction activities, supplementary instructional activities, a postassessment, and remediation. *Managing Behavior 1-3* (Hall) is used as a guide in all modules. Appendices include extended bibliographies.

EVALUATION: Written preassessments are provided for each module. The postassessment is an alternate form of the preassessment (not provided).

■ MANAGING THE LEARNING PROCESS

DISTRIBUTOR: Lockheed LEVEL: High
COST: Consult Distributor AUDIENCE: Tea.

DESCRIPTION: This kit provides instruction and guidance in developing an individualized instructional program for vocational education. The kit contains: a) a series of 11 illustrated, programmed booklets (48-64 pages) designed to be completed in 1 hour; b) 6 audiotapes that summarize the 11 units; c) slides and/or filmstrips (approx. 80 frames) which coincide with the units and allow the student to work with other media; and d) 2 filmloops to accompany the units. The units consist of 1) **Developing a Concept of Individualized Instruction**, 2) **The Ease and Necessity of Individualizing Your Course**, 3) **Factors Influencing Your Course Content and Structure**, 4) **Designing Learning Units and Selecting Appropriate Media**, 5) **Testing Your Material to See That It Meets the Student's Requirements**, 6) **Putting Individualized Instruction into Effect**, 7) **Monitoring the Learning Process**, 8) **Setting Standards and Evaluating Your Students As If They Were on the Job**, 9) **Fulfilling Administrative, Procedural, and Planning Responsibilities of Your Job**, 10) **Determining What Your Student Will Do in Your Course as a Result of Job Analysis**, and 11) **Reviewing Basic Technique of Instruction.** The booklets may be purchased separately.

■ MATHEMATICS: A LESSON IN TEACHING

DISTRIBUTOR: UEVA LEVEL: Elem.
COST: $270.00 AUDIENCE: Tea.

DESCRIPTION: This film demonstrates techniques in teaching elementary mathematics. The instructor presents a conceptual lesson in multiplication by using the basic equation, 3 x 24 = ?, as an example. In solving this equation, the students learn how to use 3 basic methods: algorism, expanded and vertical notation, and multiplying in place value. They also learn how to apply the new math concepts of renaming and regrouping numbers in multiplication. The students participate by following the lesson on a dittoed sheet and are given independent activities. 16mm/color/27 min.

■ MATHEMATICS: UNENDING SEARCH FOR EXCELLENCE

DISTRIBUTOR: GSA LEVEL: All
COST: $48.75 AUDIENCE: Tea.

DESCRIPTION: This film demonstrates a variety of new media being used to improve mathematics instruction in elementary and secondary schools. 16mm/b&w/28 min.

MATHS IS A MONSTER

DISTRIBUTOR: Time/Life
LEVEL: Elem.
COST: $250/indiv. films; $2,000/series
AUDIENCE: Tea.
RENTAL: $30/indiv. films; $250/series

DESCRIPTION: This film shows mathematics being taught with concrete objects that children can manipulate to give ideas and processes meaning. Before the children pass into the abstract stage of reasoning, the teacher plans work in three phrases: 1) experimental play — where children try out the concrete material; 2) activity — where the play situation is given a structure; and 3) other practice situations — to reinforce the concept being taught. The concept is that understanding comes before practice, not practice before understanding. 16mm/b&w/30 min.
Part of Series: **Discovery and Experience**

MEASURES OF CENTRAL TENDENCY, Kent Beelr and Ron Britton

DISTRIBUTOR: IUPUI-T.C.
LEVEL: All
COST: Consult Distributor
AUDIENCE: Tea.

OBJECTIVES: Given a list of raw test scores, compute the measures of central tendency — mean, median, and mode.

DESCRIPTION: This module (2 pages) instructs in coverting raw test scores into measures of central tendency for more accurate test score interpretation. Learning activities include: 1) reading from *Statistical Methods for the Classroom Teacher* and *Statistics for the Classroom Teacher*; 2) completing exercises; 3) participating in group discussions; and 4) conferring with an intern who has completed the module.

EVALUATION: Preassessment is an exercise in *Statistics for the Classroom Teacher*. Postassessment is required but is not provided.

MEASURING HEARING

DISTRIBUTOR: SRMCD
LEVEL: All
COST: Consult Distributor
AUDIENCE: Tea., Audiologists

DESCRIPTION: This videotape presents methods of testing for auditory loss, during infancy through late adolescence. It includes neonatal screening, sound field testing with babies, conditioned play audiometry with toddlers, standard pure-time audiometry, and speech discrimination with older children. It is especially recommended for those working with hearing and speech clinics. 12 min. (Order No. IE-1)

MEDBOURNE PRIMARY SCHOOL: FOUR DAYS IN MAY, Henry Felt

DISTRIBUTOR: EDC
LEVEL: Elem.
COST: $65.00
AUDIENCE: Tea., Adm.
RENTAL: $10/3 days

DESCRIPTION: This film follows the activities of students in Medbourne Primary, a small 3-room school in Leicestershire, England, with 2 teachers and 48 students. It focuses on the 7-11-year-old students and their headmaster and teacher, Dennis Bradley. While all the children are continuously active, rarely do activities include everybody at once. At one moment, some children are painting with homemade paints and brushes; others are printing a report or booklet on their printing press; while still others are cooking a chicken outside, next to their replica of an Anglo-Saxon hut. A related publication, *Medbourne Primary*, accompanies the film 16mm/b&w/12 min.

MEDIA PROGRAMS FOR INDIVIDUAL SCHOOLS, National Education Association and American Library Association

DISTRIBUTOR: NEA-Publ.
LEVEL: All
COST: $10.00
AUDIENCE: All

DESCRIPTION: This filmstrip (75 frames/color/15 min.) with reel-to-reel tape is designed to build support for implementing the ALA-NEA *Standards for School Media Programs*. It dramatizes the values of adequate school media equipment, space, and staff in meeting the varied learning needs of all students. It serves as a motivating device by providing background for planning adequate media programs for individual schools. A filmstrip guide and script accompanying the filmstrip. A related publication, *Standards for School Media Programs* (66 pages), is available for $2.00.

MEDIA TECHNOLOGY: MAKING THE MOST OF IT, Philip Lewis

DISTRIBUTOR: IDI
LEVEL: All
COST: $125.00
AUDIENCE: Tea.

DESCRIPTION: This learning module, consisting of 105 slides and 10 cassette-tapes, is narrated by Philip Lewis. He discusses teaching equipment and materials and their use in schools and classrooms. Suggestions are made on the selection, installation, and maintenance of equipment. The following topics are covered in the 10 cassettes (2 sides each) and accompanying slides: 1) *The Old Can Be New in Audiovisual*, 2) *New Applications for Opaque and Overhead Projectors*, 3) *Listening Center You Can Assemble with Existing Equipment*, 4) *Innovative Uses of Copiers and Duplicators*, 5) *Telelecture — Expanding Classroom Horizons for a Dime*, 6) *Closed-Circuit Radio and Other Uses of Your Intercom*, 7) *AV Devices for Individualized Instruction*, 8) *Maximum Mileage from Your Cassette and Tape Recorders*, 9) *Microteaching Techniques for Staff and Students*, 10) *Devices and Techniques for Improving Reading Instruction*, 11) *Study Carrels Take Many Forms: How to Select Them*, 12) *Videotape Recorders — A Basis for Selection and Acquisition*, 13) *Easy-To-Do Methods for Producing Overhead Transparencies*, 14) *Wireless Listening and Learning Systems for Flexibility in Use*, 15) *What You Should Know Before Installing Closed-Circuit TV Systems*, 16) *Planning Suggestions for Learning Laboratories*, 17) *Communications Centers and Remote Access Systems*, 18) *The Library, The Instructional Materials Center, and The Learning Resources Center*, 19) *Multimedia Systems*, and 20) *Computer-Assisted Instruction — What It Can Do and What It Can't Do*. The complete set is contained in a vinyl album.

MEDIATORS AND FACT FINDERS, R. Allan Spanjer, James R. Hale, and Tom E. Thomas

DISTRIBUTOR: NREL
LEVEL: All
COST: Consult Distributor
AUDIENCE: All

OBJECTIVES: 1) Demonstrate mediation skills such as communicating, summarizing, pursuing issues with continuity, making clear transitions, and proposing alternate solutions; 2) conduct a simulated mediation session by helping the parties in dispute resolve the disagreements and/or recognize the issues in persistent disagreement; 3) demonstrate fact finding skills inclusive of establishing procedural rules, conducting an investigation, and writing a report; and 4) perform a simulated fact finder role by investigating a case study and writing a report which includes findings, conclusions, recommendations, and reasons for the decision.

DESCRIPTION: This program (167 pages) contains all materials required (except films) for a 3-day workshop on mediation, fact finding, and negotiations. The program is designed for at least 6 participants or groups in multiples of 12. The booklet contains instructional materials, exercises with answers, format outlines, simulated situations, and instructor's guide. The instructional format provides for various inputs on the content, small and large groups discussions, role-playing, self-correcting exercises, and evaluative processes. The program is divided into 13 steps varying in length from 15 to 200 minutes. *Dynamics of Negotiations* and *Solving Impasses* are 2 films required, but not provided. Completion time: 17 hours.

EVALUATION: A "Self Evaluation Exercise: Mediators and Fact Finders" (1 page) is provided. An "Achievement Test" and answer sheet is provided; criteria for evaluation are established.

■ MEETING EMOTIONAL NEEDS IN CHILDHOOD: THE GROUNDWORK OF DEMOCRACY

DISTRIBUTOR: NYU Film Lib. LEVEL: Elem.
COST: $195.00 AUDIENCE: Tea., Par.
RENTAL: $12.00

DESCRIPTION: This film focuses on 7-10-year-olds in school and home but is primarily concerned with the kind of attitudes toward people and the sense of community responsibility they are developing as they grow into adulthood. It mentions the early experiences that influence them before they reach school age. The child's earliest need is for acceptance and security. This is the basis for another fundamental need, more prominent in older children, for independence — a feeling of competence and ability to contribute to the group. The film suggests ways in which parents and teachers may help meet these needs and emphasizes that the way in which they are met makes a difference for democratic citizenship. 16mm/b&w/32 min.

■ MENTAL RETARDATION CATEGORIES,
Joe Reid, Ron Britton, and Art Brill

DISTRIBUTOR: IUPUI-T.C. LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Sp.Ed.Tea.

OBJECTIVES: Describe in writing the various categories of mental retardation based on I.Q. scores and the degree of retardation.

DESCRIPTION: This module (2 pages) assists students in assessing the degree of mental retardation and individualizing instruction of the mentally retarded child. Learning activities include: 1) reading handouts on "Categories/Degree of Mental Retardation" (not provided); 2) attending small group session; 3) interviewing a professional person in the area of mental retardation; 4) researching topics in the library; and 5) devising own learning activity.

EVALUATION: Written preassessment and postassessment are identical and provided in the module. Criteria for evaluation are not provided.

■ MENTAL RETARDATION: THE LONG CHILDHOOD OF TIMMY

DISTRIBUTOR: McGraw-Hill Films LEVEL: All
COST: $275.00 AUDIENCE: Sp. Ed.
RENTAL: $2500 Tea., Coun.

DESCRIPTION: This film presents the story of Timmy, a mongoloid child whose mental capacities will never develop beyond those of a 10-year-old. It presents a portrayal of this mentally retarded child who must make the transition from an understanding family setting to a superior school for the mentally retarded. In telling Timmy's story, the film gives much factual information about these special children and induces positive attitudes towards and a greater compassion for these people with their special problems. Also available from National Medical A-V Ctr. — see Distributor Code. 16mm/b&w/53 min.

■ MENTALLY HANDICAPPED: EDUCABLE

DISTRIBUTOR: Indiana LEVEL: All
COST: $125.00 AUDIENCE: Tea.,
RENTAL: $6.75 Sp.Ed.Tea.

DESCRIPTION: This film discusses the special problems of children who are mentally handicapped, but educable. It explains who they are, the problems they face in the community and the school, and what can be done to help them. Still photos and filmed sequences of a special class for these children show the place of the school in meeting the needs of the mentally handicapped. Dr. G. Orville Johnson, Professor of Special Education at Syracuse University, is featured. 16mm/b&w/29 min.

Part of Series: **Exceptional Child**

■ MENTALLY RETARDED: TRAINABLE

DISTRIBUTOR: Indiana LEVEL: All
COST: $125.00 AUDIENCE: Tea., Sp.
RENTAL: $6.75 Ed.Tea.

DESCRIPTION: This film discusses the special problems of the severely mentally-retarded child. It illustrates the relationship of these children to their families and neighbors. The use of private and public day schools is described and their objectives. Classroom scenes show the characteristics of the mentally-retarded and training methods used due to their limited capabilities. The importance of the home is stressed and the need for constant supervision. Dr. Rudolph J. Capobianco, Director of Research in Special Education at Syracuse University, is featured. 16mm/b&w/29 min.

Part of Series: **Exceptional Child**

■ METHODS OF PUBLIC SCHOOL MUSIC,
Edwina Battle

DISTRIBUTOR: T.C. Assoc. LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Demonstrate basic music skills and concepts which can be adapted to meet the musical needs, interests, and capabilities of children.

DESCRIPTION: This modular component package (57 pages) contains 3 module clusters: 1) **Music Fundamentals** (13 modules/31 pages), 2) **Instruments and Their Use** (8 modules/11pages), and 3) **Techniques of Music Instruction** (7 modules/9 pages). Each module consists of 3 basic parts: knowledge, interaction, and performance. The knowledge area consists of reading, listening to tapes, and attending lectures. The interaction area involves discussions, conferences with consultants, and peer group participation. The performance area consists of classroom presentations, skill performance, completion of exercises and drills, and the videotaping of lesson presentations. A flowchart directs the participant through the modules. Enclosures include: a) "The Musical Family" (3 pages), b) "Three Forms of the Minor Scales" (3 pages), and c) "Intervals" (2 pages).

EVALUATION: A written pretest (3 pages) and posttest are provided for the **Music Fundamentals** cluster. "Professional Use of Knowledge" evaluation sheets are provided for the 2 remaining clusters. Criteria for evaluation are provided for module and cluster.

Part # 8 of Series: **Resources for CBTE**

■ MEXICAN-AMERICAN PEOPLE

DISTRIBUTOR: West Texas LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Demonstrate: 1) knowledge of the culture of Mexican Americans by score of 70% on proficiency assessment; and 2) an acceptable attitude toward Mexican American culture, individuals, and students, in a faculty seminar and faculty conference.

DESCRIPTION: I-PAC #17 (27 pages) requires student to: 1) read from enclosures: a) "Special Culture of Mexican American" (2 pages), b) "Pride and Prejudice: A Mexican American Dilemma" (7 pages); 2) read *North From Mexico* (McWilliams) and *Across the Tracts* (Rubel); 3) answer study questions (2 pages); 4) attend seminar to discuss readings; 5) schedule faculty conference; and 6) take proficiency exam. Answers for study questions are provided for self-evaluation. A bibliography of suggested readings is included.

EVALUATION: Student must score 70% or higher on exam, scheduled through Learning Center Coordinator. Exam not provided.

■ MEXICAN-AMERICANS: VIVA LA RAZA

DISTRIBUTOR: McGraw-Hill Films LEVEL: All
COST: $310/both parts; AUDIENCE: All
$190/Part I; $150/Part II
RENTAL: $27.00

DESCRIPTION: This film studies how the black civil rights struggle has awakened the Mexican-American minority. In the film, grievances of the Mexican-American community in Los Angeles are discussed by political and religious leaders, the police, and Chicano leaders — both moderate and militant. Scenes from the confrontation between the Brown Berets and the police are included. The film also focuses on Cesar Chavez and Rudolfo Gonzales as they organize Chicano workers, developing a major struggle for economic and social advancement. 16mm/b&w/47 min.

■ MICROCOSM: A RADICAL EXPERIMENT IN RE-EDUCATION FOR BECOMING A PERSON, Andrew Panzarella

DISTRIBUTOR: St. Mary's LEVEL: All
COST: $3.00 AUDIENCE: All

OBJECTIVES: 1) Discover himself by discovering other persons and being discovered by them; 2) experiment with new patterns of behavior to assist in self-discovery.

DESCRIPTION: This module (101 pages) provides complete directions for a 25-session encounter group. The workshop is designed for large group and small group interaction which develops better interpersonal relations and better self images. The module provides "Rules for Conversation" and "Rules for the Workshop." Each session consists of a focus exercise with related discussion. Focus exercises include: 1) writing short stories, 2) making symbolic drawings, 3) listening to symphony recordings, 4) creating group fantasies, 5) making comparisons, and 6) participating in space explorations activities.

EVALUATION: The final session involves self-assessment of effectiveness of workshop.

■ MICROTEACHING, Patrick Bitely

DISTRIBUTOR: Midwest LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Write definition of microlesson; 2) list functions of microlesson; 3) list 5 considerations when preparing microlesson; 4) list 5 teacher duties; 5) list 5 student responsibilities; 6) list 5 observer responsibilities; and 7) prepare and deliver microlesson in major area of study as defined in module.

DESCRIPTION: This UNIPAC (5 pages) is a self-instructional module. Successful completion of self-test allows participant to bypass module and take posttest. Module contains information concerning microlessons and a self-test.

EVALUATION: A pencil-and-paper self-test is included. Posttest consists of preparation and teaching a microlesson in major field. Module is now being field tested.

■ MICROTEACHING, Robert Alley

DISTRIBUTOR: Wichita LEVEL: Mid., High
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Design a microteaching program for a defined situation which is appropriate for that situation.

DESCRIPTION: This module (39 pages) acquaints the participant with microteaching and its uses. The module consists of: 1) a prospectus, 2) a preassessment, 3) enabling elements with self-check in 6 areas: a) **Definitions**, b) **Teaching Skills**, c) **Micro-Lesson**, d) **Advantages of Microteaching**, e) **Weaknesses of Microteaching**, and f) **Research Findings on Microteaching**. A bibliography is included in the module.

EVALUATION: The preassessment and self-check route the participant through the module. The synthesizing element serves as a postassessment and is instructor evaluated.

Part of Series: **Trends and Innovations in Secondary Education**

■ MIKE MAKES HIS MARK

DISTRIBUTOR: NEA-Sound LEVEL: Mid., High
COST: $75/color; $35/b&w AUDIENCE: All

DESCRIPTION: By focusing on Mike, a student who hates school, this film presents a study of potential delinquency. It shows how well-trained and interested staffs can prevent lasting damage to a youngster's guidance. The film shown Mike's homeroom teacher, guidance counselor, and principal all assisting him in making an adjustment to school through remedial reading courses and subjects related to his interests. 16mm/color/29 min.

■ MINI MOVIE MAKERS

DISTRIBUTOR: ACI LEVEL: Elem., Mid.
COST: $140.00 AUDIENCE: Tea.

DESCRIPTION: This film covers the activities of the film club at Henry Street Settlement School in New York. The club was formed to teach children how to make their own films. The film is entirely narrated by the children as they comment on the pleasures and problems of film-making. By focusing on 2 of the group productions, the film develops various film-making techniques and pointers. "Traffic Downtown" is a lively film abstraction designed by drawing with magic markers directly on clear film. "The Everlovin' Hulk" is an animated film using paper cut-out puppets. 16mm/color/12 min.

■ MINORITIES AND WOMEN IN INSTRUCTIONAL MATERIALS

DISTRIBUTOR: NEA-Publ. LEVEL: All
COST: $9.00 AUDIENCE: Tea., Adm.

DESCRIPTION: This cassette tape was recorded at the NEA-Minorities in Textbook Seminar held in Washington, D.C. Minority perspectives presented are: *Jewish* (Walter Plotch), *Women*, (Dr. Shirley McClure), *Asian* (Dr. Chow Lou Tom), and *Black* (Dr. Charles W. Wesley). The cassette is accompanied by discussion questions.

■ MODEL LAW FOR HANDICAPPED CHILDREN

DISTRIBUTOR: CEC
COST: $30.00
LEVEL: All
AUDIENCE: Adm., Sup., Sp.Ed.Tea.

DESCRIPTION: This media package presents model state laws focusing on compulsory attendance for all children and the creation of the legal bases required to comprehensively educate all handicapped children. The package consists of: a) 2 color filmstrips, b) 2 taped cassettes (speeches), and c) a discussion guide. The first filmstrip provides an overview of education of the handicapped child and can be used with general audiences. Both a captioned and non-captioned version are available.

■ MODEL SCHOOLS PROJECT: RATIONALE

DISTRIBUTOR: NASSP
COST: $7.00
LEVEL: All
AUDIENCE: Adm., Sup., Tea.

DESCRIPTION: This 40-minute audiotape is accompanied by 20 diagrammatic slides. The materials describe the Model's proposals for administrative-supervisory organization, differentiated staffing, the role of the teacher-counselor, teaching and learning methodology, individualized scheduling, curriculum development, and the use of facilities.

■ MODIFICATION OF OBJECTIVES, Richard G. Allan, Robert P. O'Reilly, and William P. Gorth

DISTRIBUTOR: Massachusetts
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea., Sup., Adm.

OBJECTIVES: Given an objective and a brief narrative highlighting discrepancies between the objectives and the school situation, identify the discrepancy and rewrite the objective.

DESCRIPTION: This 12-page module (SPPED-1000) is a self-instructional package on modifying objectives to suit course planning. The module provides instructional material and 2 types of exercises — objective and practical. Some activities require work in the *Objectives Workbook* (not provided in the module). Answers to all exercises are provided.

■ MODIFYING ACADEMIC BEHAVIOR, George Brent

DISTRIBUTOR: Glass T.C.
COST: Consult Distributor
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: Demonstrate skill in planning for changes in the academic behavior of pupils and then change the behavior.

DESCRIPTION: This module cluster contains 10 modules (TTP: 003.01-.10). Each module is identical in format and differs only in the complexity of setting required and the content area to be taught. Content areas include: 1) **Arithmetic**, 2) **Language Arts**, 3) **Reading**, 4) **Science**, and 5) **Social Studies** (2 modules per content area). Each module contains objectives, a preassessment, instructional activities, postassessment, and steps for remediation. Learning activities consist of planning and teaching lessons designed for varying degrees of complexity. Complexity is determined by: a) the number of lessons taught, b) number of pupils taught, and c) sequential context of the lesson taught. Appendices include sample worksheets and detailed listings of complexity levels.

EVALUATION: Preassessment consists of completing a "Teaching Analysis Worksheet." The postassessment consists of completing the "Assessment Worksheet." Steps for remediation are provided.

■ MODIFYING CLASSROOM BEHAVIOR: A MANUAL OF PROCEDURE FOR CLASSROOM TEACHERS, Nancy K Buckley and Hill M. Walker

DISTRIBUTOR: Research Press
COST: $3.60 each (1-4 copies); $3.25 each (5-24 copies); $3.10 (24-49 copies); $2.90 each (50-99 copies); $2.70 each (100+ copies)
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Develop the technical skills to reinforce productive behavior and extinguish undesirable behavior.

DESCRIPTION: This programmed text (164 pages) consists of 5 sections dealing with basic principles and applications of behavior modification: 1) **How Behaviors Are Learned**, 2) **Why Behaviors Continue to Be Performed**, 3) **How Behaviors Can Be Eliminated**, 4) **Measuring Behavior**, and 5) **Modifying Classroom Behavior**. The text develops an understanding of precision teaching and operating a classroom in which learning takes place. It serves as a primer for teachers who want to strengthen the motivation of their students. It emphasizes a positive rather than punitive approach, demonstrating that disruptive activities can be diminished as classroom success is increased. The manual also features text-sections and case studies.

■ MODULE CLUSTER ON INSTRUCTIONAL OBJECTIVES, Paul T. Richman and Thomas S. Nagel

DISTRIBUTOR: C.S.U.-San-Diego
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Given a subject area for a specific grade level, write 2 objectives in: 1) cognitive domain at knowledge level; 2) cognitive domain at application, analysis, synthesis, or evaluation level; 3) any level of psychomotor domain; 4) affective domain at receiving level; and 5) affective domain at valuing, organization, or characterization level.

DESCRIPTION: This module cluster (54 pages) contains preassessment, objectives, learning alternatives, and postassessment and module evaluation form for each module. Modules include: 1) **Naming the Act**; 2) **Determining Conditions and Setting Criterion for Objectives**; 3) **Objectives and Behavioral Domains**; 4) **Objectives in Affective Domain**.

EVALUATION: Each module contains pencil and paper pre- and postassessments. Two modules contain self-check pages. Others require instructor conference to meet criterion.

■ MONITORING IN-CLASS ASSIGNMENTS, Ronald E. Peake and Jeff A. Pyatte

DISTRIBUTOR: Panhandle
COST: $.35
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: 1) List and describe 8 monitoring actions described in module; 2) write assignment to be monitored using 8 actions; 3) monitor the written assignment using a colleague or class of students; and 4) (optional) view own monitoring performance by viewing tape and using checklist.

DESCRIPTION: This B-2 self-instructional module (17 pages) assists participant in acquiring monitoring skills to enhance students' ability to achieve the objectives of in-class assignments. Each objective is listed with procedures and evaluation. Pretest determines need to complete module. A checklist for 8 monitoring actions is included.

EVALUATION: Pencil and paper pre- and posttests are included in module.

Part of Module Cluster: **Classroom Procedures**

■ MONTESSORI: A CORE CURRICULUM FOR HEARING IMPAIRED CHILDREN WITH LEARNING DISABILITIES

DISTRIBUTOR: SRMCD LEVEL: E. Ch., Elem.
COST: Consult Distributor AUDIENCE: Tea., Para.

DESCRIPTION: This videotape expands the Montessori Method to a highly individualized program for the hearing impaired child through applications of principles of learning, linguistic theory, child development, educational technology, and cybernetics. Unique features include: a multisensory approach to learning, exploitation of all modalities, encouragement of self-actualization and social awareness, and development of self-responsibility under guidance of a teaching team including paraprofessionals. Actual demonstrations were filmed at the Marie H. Katzenbach School for the Deaf. 25 min. (Order No. I-E-2)

■ MOTHERS AND TODDLERS

DISTRIBUTOR: Journal LEVEL: E. Ch.
COST: Consult Distributor AUDIENCE: Tea., Par. Coun.

DESCRIPTION: This film documents the Toddlers Lab Program conducted at the Martin Luther King Family Center. Two groups of mothers and their children, ages 18 months to 3 years, came 2 days a week to work, explore, and play together. The film deals with the special needs of the black child in developing: a sound self-image; a positive perception of mother; a program of active involvement; and a reinforced system of values and attitudes. The film emphasizes the importance of play in the development of these children. 16mm/b&w/18 min.

■ MOTIVATING CHILDREN TO LEARN

DISTRIBUTOR: GPNITL LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Par., Coun.

DESCRIPTION: This videotape series demonstrates techniques for motivating children and methods of dealing with children in order to assist their positive growth in school. The series is narrated by Rudolf Dreikurs, Professor of Psychiatry. The series consists of the following 15 videotapes or video-cassettes, each 30 min./b&w: 1) *Our Present Educational Dilemma*, 2) *Clarification of Basic Principles*, 3) *Douglas*, 4) *Changing the Child's Relationships and Goals*, 5) *Logical Consequences and Punishments*, 6) *Consequences #2*, 7) *A Learning Problem*, 8) *Encouragement*, 9) *Reading Difficulties*, 10) *Edward*, 11) *Group Discussions, (General Principles)*, 12) *Group Discussion (Ages 10 and 11)*, 13) *Group Discussion (Ages 12 and 13)*, 14) *Group Discussion with Teenagers*, and 15) *Summary*. A booklet of program summaries is available for $1.35.

■ MOTIVATION, Thomas Nagel and Paul Richman

DISTRIBUTOR: C.S.U.-San Diego LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Select appropriate motivational variable from list of 6 Hunter variables; 2) select best teaching approach using 6 variables; 3) using 6 variables, write analysis of 3 teachers and suggestions for improvement; and 4) use Charles' *Class Motivation Model for Teachers* to plan and teach small group.

DESCRIPTION: This module (14 pages) is part of a module cluster on **Reinforcement**. (**Reinforcement-Theory into Practice** and **Using Reinforcement Theory in the Classroom** are modules included in first Guide publication.) A flowchart directs the intern through the module. A pencil-and-paper pretest is included for the first 2 objectives and documentary evidence may be submitted for the last 2 objectives. A list of learning alternatives is included for each objective. Completion time: 6 hours.

EVALUATION: Pencil-and-paper pre- and postassessments are provided for the first 2 objectives; and instructor evaluation of last 2 objectives is required.

■ MOTIVATION IN THE CLASSROOM, Billy Sharp

DISTRIBUTOR: IDI LEVEL: All
COST: $47.95 AUDIENCE: Tea.

DESCRIPTION: This cassette series deals with motivational principles and how they can be applied in teaching. This series presents interviews with students and classroom teachers. Billy Sharp, the narrator, discusses the experiences and concerns described in the interviews. The principles of motivation are summarized and organized for practical application by Billy Sharp in introductory and concluding parts of the series. The following topics are covered in the 6-cassette series: 1) *The "Tell-Me-What-to-Do" Student*, 2) *The Student Who Wants to Measure His Own Achievement*, 3) *The Joys of Teaching*, 4) *When Students Learn from and with Each Other*, 5) *Teaching Students Who Are Learning to Think for Themselves*, and 6) *Ways Teachers Can Show Students How to Continue High Achievement and Motivation*. Series is contained in a vinyl album and is accompanied by a Leader's Guide.

Part of Series: **Interpersonal Communications Programs**

■ MOTIVATION THEORY FOR TEACHERS, Bobbie Lang and Loneta Staveley

DISTRIBUTOR: Dallas LEVEL: All
COST: $.90 AUDIENCE: Tea.

OBJECTIVES: Demonstrate knowledge of the Hunter Motivation Theory for Teachers by solving simulated problems using the 6 factors of motivation.

DESCRIPTION: This module (8 pages) is designed to assist the learner in understanding and applying the 6 factors of motivation: 1) degree of concern or tension, 2) feeling tone, 3) interest, 4) success, 5) knowledge of results, and 6) intrinsic/extrinsic motivation. Activities involved are: a) viewing the film, *Motivation for Teachers*; b) reading the programmed text, *Motivation for Teachers* (Madeline Hunter); and c) (optional) reading *Retention Theory for Teachers* and *Reinforcement Theory for Teachers* (Hunter). A flowchart directs the participant through the module.

EVALUATION: A written preassessment and answer sheet are provided in the module; correct responses to 10 or more questions allow exit from the module. The postassessment is the self-test in the programmed text. Correct responses on 10 or more questions indicate successful completion of module.

■ MOTOR TRAINING

DISTRIBUTOR: Thorne LEVEL: Elem.
COST: $132.00 AUDIENCE: Sp.Ed.Tea.

DESCRIPTION: This film describes and demonstrates the first phase of functional teaching of the mentally handicapped. Devices and special exercises are used to stimulate the passive child in initiating activities and to help him understand cause and effect relationships. The film demonstrates how locomotion, coordination, spatial orientation, and balance are developed through the use of a crawling maze, a stepping ladder, a table swing, a balance beam, and a swimming table. The child is introduced to a variety of sensations and experiences through which he can increase and control his motor abilities through the use of climbing obstacles, sinking tires, and off-center tires. Emphasis is also given to developing a feeling of success. 16mm/color/11 min.
Part of Series: **Aids for Teaching the Mentally Retarded**

■ MOUNTING AND MASKING TECHNIQUES

DISTRIBUTOR: Scott LEVEL: All
COST: Comp. set/$14.00; AUDIENCE: Tea.
Individual parts: filmstrip/$8.00, cassette/$6.00, and student manual/$2.00

OBJECTIVES: 1) Mount projectuals with overlays attached in registration, and 2) identify various masking techniques.

DESCRIPTION: This sound/filmstrip set (47 frames/color) provides instruction in the steps necessary to mount statics and overlays, as well as descriptions of various masking techniques. The filmstrip/cassette provides an overview of the topics which are covered more completely in the illustrated student manual (80 pages). Topics covered include: 1) mounting the projectual, 2) types of frames, 3) mounting the static, 4) mounting the overlays, and 5) masking the projectual (spot masks, accordian masks, sliding masks, and circular masks).
Part of Series: **Overhead Projection**

■ MOVEMENT EXPERIENCE FOR THE CLASSROOM, Mary Roe Josephson

DISTRIBUTOR: NETCHE LEVEL: Elem., Mid.
RENTAL: $60.00 AUDIENCE: Tea.

DESCRIPTION: This 3-lesson instructional sequence examines and demonstrates with studio participants the ways in which dance is used to relate design and movement in space for classroom use. The 3 lessons are: 1) **Elementary**, 2) **Junior High**, and 3) **Teachers**. The instructor suggests complimentary uses of the basic movement concepts taught in such courses as reading, math, social studies, English, and poetry. The lessons demonstrate how children make use of classroom materials, explore through movements, and express emotions through movement. The lessons are available on 1 inch and 1/2 inch color videotapes.

■ MOVEMENT IN TIME AND SPACE

DISTRIBUTOR: Time/Life LEVEL: E. Ch., Elem.
COST: Consult Distributor AUDIENCE: Tea.

DESCRIPTION: This film shows children exploring ways of expressing themselves through movement, language, and creativity. The first segment was filmed in an infant school in Bristol, England; the children are shown as they begin the program of space exploration and free movement and are then shown one year later as they have developed confidence and creativity to the point of developing a "ballet of movement." The second segment shows children, ages 9-11, at the West Riding School in Yorkshire. This segment focuses on how the teacher gradually leads the students in using their bodies in terms of weight, time, flow, and space. She begins with free movement; combines movement and imagination; adds music; then combines music, imagination, movement, and dialogue into drama and impersonation. 16mm/b&w/30 min.
Part of Series: **Discovery and Experience**

■ MOVIE ABOUT LIGHT

DISTRIBUTOR: NEA-AECT LEVEL: All
COST: $95.00 AUDIENCE: Tea.
RENTAL: $10.00 (from NEA Sound Studios)

DESCRIPTION: This film shows a relatively simple approach to student filmmaking and presents it as a process anyone can adopt. It shows a 1st grade urban class and their teacher who study light and make a movie about it. The teacher narrates this story of a class's first exploration into learning through the camera. Many children who had barriers against learning became motivated during the project. Sequences from the class's film are shown. 16mm/color/8 min.

■ MR. FINLEY'S FEELINGS

DISTRIBUTOR: Metropolitan Life LEVEL: All
COST: Free to Professional Educators AUDIENCE: Tea., Par., Coun.

DESCRIPTION: This film is designed to stimulate discussion about ways of meeting stress situations and handling day-to-day human relationships. The film focuses on one day in the life of Tom Finley, showing how his emotional tensions get him into difficulties on the job, at home, and in his car. The film also reveals how he finally gains some insight in coping with his tensions. 16mm/color/10 min.

■ MRS. RYAN'S DRAMA CLASS

DISTRIBUTOR: McGraw-Hill Films LEVEL: Elem.
COST: $240.00 AUDIENCE: Tea.
RENTAL: $16.00

DESCRIPTION: This film follows the gradual development of a volunteer teacher, a group of elementary school children, and a concept of experience they approach together. The idea is creative drama — drama without script or sets of preconceived action. The film follows the weekly drama class for almost one year, as students and teacher experience many successes and failures. Mrs. Ryan comments on the program after each lesson. The film emphasizes the importance of everyday spontaneous drama or role-playing in personal development. 16mm/b&w/35 min.

■ MULTIPLICATION ALGORITHMS AND THE DISTRIBUTIVE PROPERTY, National Council of Teachers of Mathematics

DISTRIBUTOR: UEVA LEVEL: Elem.
COST: $214.00 AUDIENCE: Tea., Par.

DESCRIPTION: This film analyzes how and why elementary school students should be introduced to the distributive property of multiplication. Through the use of expanded notation and the distributive property of multiplication, new algorithms are suggested which clarify the traditional abbreviated multiplication algorithms. 16mm/color/24 min.
Part of Series: **Mathematics for Elementary School Teachers**

■ MULTIPLICATION AND ITS PROPERTIES, National Council of Teachers of Mathematics

DISTRIBUTOR: UEVA LEVEL: Elem.
COST: $214.00 AUDIENCE: Tea., Par.

DESCRIPTION: This film assists teachers in coping with concepts of the new mathematics. It shows how the product of 2 whole numbers can be taught by using arrays, disjoint sets, and cross product of sets. It also shows why these methods are better than more traditional approaches. Also illustrated in classroom scenes are the commutative and associative properties of multiplication and the multiplication properties of one and zero. 16mm/color/30 min.

Part of Series: **Mathematics for Elementary School Teachers**

■ MUSIC IN EARLY CHILDHOOD

DISTRIBUTOR: Illinois LEVEL: E. Ch.
COST: Consult Distributor AUDIENCE: Tea.
RENTAL: $7.70

DESCRIPTION: This film demonstrates the preschool music program developed at the Child Development Laboratory in Illinois. A music specialist is shown working with 3 groups of children — 3-year-olds, 4-year-olds, and 5-year-olds. The film demonstrates activities in 5 skill areas: 1) vocal development, 2) expressive movement, 3) identifying instruments, 4) creating music, and 5) playing instruments. The narrator explains how activities are based on a longitudinal study of skill development in children. These variations in skill development are demonstrated as the 3 groups perform similar activities with varying degrees of proficiency. 16mm/color/28 min.

■ MY ART IS ME

DISTRIBUTOR: U. of Calif. EMC LEVEL: E. Ch., Elem.
COST: $230.00 AUDIENCE: Tea.
RENTAL: $12.50

DESCRIPTION: This film shows an experimental nursery school program conducted at Harold E. Jones Child Study Center in Berkeley, California. The program involves a group of 4- and 5-year-olds participating in a variety of art activities. Film sequences show children working with a number of materials — painting, drawing, sewing, mixing playdough, manipulating clay, and constructing wood scrap sculptures. The soundtrack consists of children's songs and comments about their work and a brief commentary by the teacher. The film develops concepts of the non-manipulative teacher, arrangement of the working area, and selection of art materials. A study guide accompanies the film 16mm/color/21 min.

■ MY BROTHER'S KEEPER

DISTRIBUTOR: NBC LEVEL: All
COST: $180.00 AUDIENCE: Sp.Ed.Tea.
RENTAL: $10.00

DESCRIPTION: This film presents Oakwood, an extended care facility in Somerset, Kentucky, which has developed innovative changes from the standard home for the retarded. The program is based on people, interaction, human dignity, and love. Hidden professionalism keeps the staff in the background in both training and recreational activities. 16mm/color/15 min.

■ MY CHILD IS BLIND

DISTRIBUTOR: GSA LEVEL: All
COST: $46.25 AUDIENCE: Tea.,
RENTAL: $7.50 Sp.Ed.Tea.

DESCRIPTION: This film shows how a blind child, given patient treatment and proper training at a special nursery school for the blind, can be taught to do many things normal children do. 16mm/b&w/22 min.

■ MY COMPUTER UNDERSTANDS ME

DISTRIBUTOR: INTER/COM LEVEL: Mid., High
COST: $160.00 AUDIENCE: Tea.
RENTAL: $35.00

DESCRIPTION: This film documents the growing movement to bring the power of general purpose computing to secondary education. The movement is presented as a mix of computer technology, imaginative teachers, and the curiosity of students. Photographed in a large public high school over a span of six months, the film probes deeply into the achievements that are possible when ordinary students use the computer as an exploratory and problem-solving tool. The relation between a new course in computer science and a project approach to 9th grade algebra is examined in detail. 16mm/color/20 min.

■ MYSELF AND OTHERS: A TOUGH AND TENDER DIALOG, Sheldon Kipp

DISTRIBUTOR: IDI LEVEL: All
COST: $39.95 AUDIENCE: Tea., Coun.

DESCRIPTION: This cassette series discusses feelings and values shared by all and the development of understanding of one's self and others. Sheldon Kopp, a psychotherapist, talks informally about feelings and values. He points out examples of wasting efforts on some issues and of failing to face others. He emphasizes satisfaction by stating that much anguish comes from insisting that life be more than it appears to be. The following topics are covered in the 5 cassettes (2 sides each): 1) *Everyone Wants to Be Special*, 2) But I Can't Stand It, *3) You Can't Make Anyone Love You*, 4) *You Turn Me Off, Darling*, 5) *If You Really Cared, You Wouldn.t Be Mad*, 6) *It's Good That You're Bad*, 7) *The Refusal to Mourn*, 8) *Each of Us Is Ultimately Alone*, 9) *Reality — Compared with What?*, and 10) *The Secret Is: There Is No Secret*. The complete program is contained in a vinyl album.

Part of Series: **Interpersonal Communications Programs**

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■ NATURE OF MENTAL RETARDATION

DISTRIBUTOR: Kansas; Nat. Med. Ctr. LEVEL: All
COST: Consult Distributor AUDIENCE: Sp.Ed.Tea., Coun.

DESCRIPTION: This film depicts clinical examples of the 8 etiologies or causes of mental retardation: 1) brain infection, 2) toxic agents, 3) physical damage, 4) diseases in metabolism, 5) growths in the brain, 6) pre-natal disease or damage, 7) post-natal disease or damage, and 8) social or environmental causes. Explanations are injected as to the rehabilitative potential of children in the 5 adaptive behavior levels of mental retardation: a) profound, b) severe, c)

moderate, d) mild, and e) borderline retardation. 16mm/color/25 min.
Part of Series: **Counseling The Mentally Retarded**

■ NATURE OF SCIENCE, William Capie

DISTRIBUTOR: Georgia LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVE: 1) Distinguish between experiments and non-experiments; 2) describe the relationship of basic and integrated processes to experiments, 3) distinguish between interence and hypothesis; 4) describe the role of proof and disproof in an investigation; and 50 cite an example of hypothesis being treated as fact.

DESCRIPTION: This module (8 pages) demonstrates higher level processes and the role of proof in science. A flowchart directs the participant through the module. Learning activities include: 1) completing enclosed worksheets; 2) reading enclosure, "Hypothesis in the Elementary School" (1 page); 3) conducting an experiment and reporting results; and 4) reading and discussing questions provided in module.

EVALUATION: The revised version of the module will be available for the winter quarter, 1973.

Part of Series: **Teaching Elementary Science: A Modular Approach**

■ NATURE'S CLASSROOM

DISTRIBUTOR: State of Wisconsin LEVEL: Elem., Mid.
COST: $120.00 AUDIENCE: Tea.

DESCRIPTION: This film shows a classroom group on a week's camping trip. Camping is discussed as an important part of the regular curriculum. To be most successful, it must start with classroom planning guided by a teacher trained in outdoor classroom activities. Safety, good health habits, and fun outdoor activities are stressed as well as structured learning. 16mm/color/21 min.

■ NEEDS ANALYSIS, Richard G. Allan, William P. Gorth, and Robert P. O'Reilly

DISTRIBUTOR: Massachusetts LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Sup., Adm.

OBJECTIVES: 1) Given a description of a community, the socio-economic make-up of its population, and a Needs Analysis Study Form, list the needs of students as related to the content of instruction.

DESCRIPTION: This 12-page module (SPPED-0200) is developed in a self-instructional format. Steps of information are presented, and then the participant applies the principles in exercises. Exercises involve sequentially completing a Needs Analysis Study Form on an imaginary group of students. Answers for exercises are provided.

■ NEGRO IN AMERICAN HISTORY

DISTRIBUTOR: NEA-Publ. LEVEL: All
COST: $7.00 AUDIENCE: Tea.,Adm., Sup.

DESCRIPTION: This filmstrip package contains: 1) 2 separate filmstrips — *Legacy of Honor* and *Suggestions for Teaching*; 2) a 33-1/3 rpm record; 3) a printed script guide; and 4) related reference materials. *Legacy of Honor* (24 minutes) presents dramatic highlights of Negro contributions to the American history. *Suggestions for Teaching* (6 minutes) offers suggestions for approaches to the study and teaching about the Negro in American history; specific reference is made to sources of help and materials.

■ NEW APPROACHES TO BEHAVIORAL OBJECTIVES, Richard W. Burns

DISTRIBUTOR: Kendall-Hunt LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

DESCRIPTION: This programmed text (118 pages) deals extensively with the objectives for instructional settings — their selection, creation, writing, evaluation, and use. Subjects dealt with include: 1) **Is It a Goal or Objective**; 2) **Is It A Terminal Behavioral Objective or Instructional Objective**; 3) **More About Objectives**; 4) **What Kind of Objective Do I Have**; 5) **More About Affective Behavior**; 6) **Covert and Overt Behaviors or Primary and Secondary Behaviors**; 7) **What is the Difference Between Open and Closed Objective**; 8) **How Do I Know My Objective Is Good**; 9) **How Do I Use My Objective**; 10) **What Are Experience Objectives**; and 11) **Examples**. The ap-appendix contains answers to tests, terms relating to the nine classes of behaviors, and a simplified taxonomy for behavioral objectives.

EVALUATION: Each chapter is followed by a criterion test with answers provided in appendix.

■ NEW APPROACHES TO OLD PROBLEMS, Dwight W. Allen

DISTRIBUTOR: IDI LEVEL: All
COST: $47.95 AUDIENCE: Tea.

DESCRIPTION: Dwight Allen brings to bear from his own experience and research specific innovations and practical solutions which improve instructional practices. Such topics as the specialist vs. the generalist; the variety of grading techniques and its attendant problems; the problems brought about by the use of technology in education; and the how and when to use textbooks are fully discussed in this series. In the 6 cassette tapes, the following topics are presented: 1) *Unrealistic Claims for Education — Issues of Relevance*, 2) *A Specialist's Approach to the Environment of Teaching*, 3) *Grading I*, 4) *Grading II*, 5) *Performance Criteria*, 6) *What's Wrong with Textbooks*. The set is contained in a vinyl album.

■ NEW ASSESSMENTS OF EDUCATIONAL PRACTICES, Donald R. Cruickshank

DISTRIBUTOR: IDI LEVEL: All
COST: $47.95 AUDIENCE: All

DESCRIPTION: This series of 6 cassettes revolves around various educational practices which confront teachers. Exploration of these practices reveals a need for both reassessment and the development of new approaches which are described in detail in this program. In the 6 cassette tapes, Donald Cruickshank discusses with educator colleagues the following topics: 1) *Using What We Know about Learning*, 2) *Problems of Teachers*, 3) *Classroom Questions*, 4) *Working More Effectively with Student Teachers*, 5) *Student Stress and Homework*, and 6) *What Research Says about Promotion*. The set is contained in a vinyl album.

■ NEW ESTATE

DISTRIBUTOR: Time/Life LEVEL: Elem.
COST: $250/indiv. films; $1,600/series AUDIENCE: Tea.
RENTAL: $30/indiv. films; $250/series

DESCRIPTION: This film presents the special problems that schools encounter in large housing projects. Environmental studies tend to be a little short on artistic and historical

stimulus. The headmaster of a school on the outskirts of Swindon shows his own methods of remedying this deficiency. 16mm/b&w/30 min.
Part of Series: **Expanding Classroom**

NEW LEASE ON LEARNING, Educational Facilities Laboratory

DISTRIBUTOR: NYU Film Lib.
LEVEL: E. Ch.
COST: $150.00
AUDIENCE: Adm., Tea.
RENTAL: $9.50

DESCRIPTION: This film demonstrates to leaders of child care centers and Head Start programs how to go about economically transforming an old facility — warehouses, church basement, storefront — into a bright and cheerful environment for the very young child. It documents the conversion of a "found space" into a learning environment; the space, formerly a synagogue, is transformed into Brooklyn Block School, a public school for children ages 3-5. The film also demonstrates how the facilities are suited to the young and their special educational requirements. 16mm/color/22 min.

NEW STRATEGIES FOR SOCIAL EDUCATION, Bruce R. Joyce

DISTRIBUTOR: SRA
LEVEL: All
COST: Consult Distributor
AUDIENCE: Tea.

DESCRIPTION: This multi-media kit presents the major concepts of the social sciences, developing strategies for teaching these concepts and providing laboratory activities for trying out the strategies. Stress is placed on the development of individual teaching styles and strategies. The kit consists of: a) a textbook which discusses the 3 major dimensions of social education, the structures of social science discipline, strategies for teaching the social sciences, methods of curriculum planning, and appropriate teaching materials; b) a laboratory guide which presents experimental activities with children, observational techniques and formats, and exemplars and protocols; c) filmstrips and audiotapes which contain reviews of the theoretical constructs presented in the text, exemplars of varying teaching strategies, and data banks for use with children during experimental activities; and d) a teacher's guide which provides guidelines for alternate uses of the program.

NEW TECHNIQUES FOR ASSESSING COGNITIVE DEVELOPMENT

DISTRIBUTOR: APT
LEVEL: Elem., Mid.
COST: $8.50/reel-to-reel; $7.80/cassette
AUDIENCE: Tea.

DESCRIPTION: This audiotape explains the development and use of the "Applications of Generalizations" test, a test designed for use in assessing cognitive development among upper elementary school children. It gives insight into the types of questions and testing techniques used for discovering the pupil's grasp of ideas. Sample test is included.

NOBODY TOOK THE TIME

DISTRIBUTOR: AIMS
LEVEL: E.Ch., Elem.
COST: $175.00
AUDIENCE: Tea.,Sp. Ed. Tea.

DESCRIPTION: This film documents a program of Dubnoff School for Educational Therapy designed for emotionally disturbed children. The program places emphasis in 4 areas: 1) socialization, 2) highly structured learning experiences, 3) physical development, and 4) reinforcement of a strong self image. All the children evidence atypical behaviors which have been often diagnosed as mental retardation but is actually an emotional problem with accompanying development problems. The teachers discuss their understanding of the students and their methods. The film also focuses on: a) work with aggressive children, b) cry babies, c) importance of fun activities, d) provision of father images, e) development of parent involvement, f) development of interpersonal relationships, and g) provision of quiet periods. 16mm/b&w/25 min.

NON-AUTHORITARIAN TEACHING — JOHN HOLT, Ronald Hering and Tracy Bauch

DISTRIBUTOR: Midwest
LEVEL: All
COST: Consult Distributor
AUDIENCE: Tea.

OBJECTIVES: 1) List 6 Holt methods for improving educational techniques within the classroom; 2) list 4 Holt methods of preparing a student for life; 3) cite 5 Holt-recommended educational resources to be used outside the school; 4) identify Holt's beliefs with 90% accuracy from statements concerning educational methods; 5) discuss with students the "Miam" and "Parkway Project" experiments and state 3 values of each project; and 6) list 5 characteristics of the "ideal school" 500 years from now.

DESCRIPTION: This UNIPAC (5 pages) is a self-instructional module. Participant may take self-test and bypass further information in module to take the posttest. More information is contained in quest materials: 1) reading *How Children Learn, How Children Fail*, and *What Do I Do on Monday?* (all by Holt); 2) reading *The Open Classroom* (Kohl); and 3) reading *Between Parent and Student* (Ginott). A tape, *Non-Authoritarian Teaching*, is necessary for module completion but is not furnished.

EVALUATION: Self-test is provided with answer key. Post test is administered by instructor. Module is now being field tested.

NONGRADEDNESS — HOW IT LOOKS IN THE REAL WORLD, Curtis Van Alfen

DISTRIBUTOR: IDI
LEVEL: All
COST: $39.95
AUDIENCE: Tea., Adm.

DESCRIPTION: This cassette series is an overview of the adaptations needed in a school or school system that is interested in nongradedness as an alternative to traditional practices. Curtis Van Alfen, the narrator, explains what nongradedness is; its effects upon learners; and changes needed in materials, time schedules, staffing patterns, building designs, parental reports, general record-keeping, and student evaluation. The following topics are covered in the 5 cassettes (2 sides each): 1) *What Has Experience Taught Us about Changing Education?*, 2) *Nongradedness — What Is It?*, 3) *Does It Meet the Needs of the Learner?*, 4) *How Do We Get Started?*, 5) *What Changes Need to Be Made in Materials?*, 6) *What Changes Need to Be Made in Time Schedules?*, 7) *What Changes Need to Be Made in Staffing Patterns and Building Design?*, 8) *How Do We Report to Parents?*, 9) *How to Keep All the Records Necessary in Nongradedness, and How to Evaluate Student Progress*, and 10) *Synthesis of Theory and Practice — How It Looks in the Real World*. The complete set is contained in a vinyl album.

NONVERBAL BEHAVIOR, Margaret W. Wood et al.

DISTRIBUTOR: Panhandle
LEVEL: All
COST: $45.70
AUDIENCE: Tea.

OBJECTIVES: 1) Identify types and uses of nonverbal teaching; 2) using "Assessment of Nonverbal Teaching

Behavior,'' identify with a score of 35 the dimensions and types of nonverbal communication in demonstration film; and 3) use 5 types of nonverbal communication specified in "Assessment of Nonverbal Teaching Behavior'' in 10 minutes microsimulated setting, achieving 80% agreement with observers.

DESCRIPTION: This B-2 module (49 pages) increases the participant's awareness of nonverbal aspects in teaching-learning situations. Each objective has a list of procedures and evaluation. A bibliography of related sources is included. Module price includes videotape, *Teaching Nonverbal Behavior* (free loan), and a 16mm/color/sound film, *Informal Lecture* ($45.00).

EVALUATION: Pencil and paper pre- and postassessment with key is included. An "Assessment of Nonverbal Teaching Behavior'' form is provided for evaluation of teaching performance.
Part of Module Cluster: **Presentation Skills For Teachers**

■ NONVERBAL BEHAVIOR, Robert Alley

DISTRIBUTOR: Wichita LEVEL: Mid., High
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Read from others and send to others nonverbal cues in a manner leading to more effective communication than indicated previous to the study of the module.

DESCRIPTION: This module (34 pages) examines in detail the nonverbal side of communication particularly as it applies to the classroom. The module contains: 1) a prospectus, 2) a preassessment with self-checks, 3) enabling elements with self checks, and 4) a synthesizing element. Enabling elements provide objectives, activities, and self-checks in 5 areas: a) **Body Language**, b) **Communicating 'with Distance**, c) **Communicating with Physical Objects**, d) **Silence**, and e) **Analysis of Nonverbal Behavior**. A bibliography is included in the module.

EVALUATION: The preassessment and self-check route the participant through the module. The synthesizing element serves as a postassessment, requiring demonstration of skills in using nonverbal communication.
Part of Series: **Trends and Innovations in Secondary Education**

■ NON-VERBAL COMMUNICATION AND THE AFFECTIVE DOMAIN, Claudette Merrell Ligons

DISTRIBUTOR: T.C. Assoc. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Interpret and respond appropriately to the nonverbal behavior of students.

DESCRIPTION: This training package (74 pages) is designed to prepare teachers in the affective domain by improving the teacher's interpersonal relations skills through helping him to better understand the nonverbal behavior of students. The package consists of 4 units: 1) **Beyond Words**, 2) **Conveying Feelings through Body Idioms**, 3) **I Can Say It without Words**, and 4) **I Hear What You Say and I See What You Mean**. The package contains introductory textual materials, worksheets, and illustrations (30 pages) which accompany the learning activities. Learning activities include: a) group discussions, b) readings, c) viewing multimedia materials, d) micro-teaching, e) completing exercises, and f) simulations. The multi-media materials (23 slides and 1 videotape) may be obtained by contacting Claudette Ligons, Texas Southern University, P. O. Box 70, Houston, Texas 77004.

EVALUATION: Identical written pretests and posttests are provided.
Part #9 of Series: **Resources for CBTE**

■ NONVERBAL COMMUNICATION MONOGRAPH NO. 1, Kenneth E. Shibata

DISTRIBUTOR: V.I.P. LEVEL: All
COST: $1.50 AUDIENCE: Tea.

OBJECTIVES: 1) Become familiar with nonverbal cues, and 2) experiment with various means of nonverbal communication to improve instruction.

DESCRIPTION: This nonparticipating package (15 pages) presents concepts developed by Charles Galloway. The package contains: 1) definitions of relevant terms, 2) lists and illustrations of student nonverbal behavior, 3) lists of nonverbal classroom cues, and 4) points to consider in viewing student reactions. The package also contains a list of 14 suggested experiments for teachers to utilize in their classrooms to emphasize nonverbal aspects.

■ NOW GENERATION: ARE THEY CHANGING SOCIETY?

DISTRIBUTOR: Eye gate LEVEL: High
COST: $52.50/comp. set; AUDIENCE: Coun., Tea.
$17.50/indiv. filmstrip and cassette or record

DESCRIPTION: This program consists of 3 filmstrips with accompanying record or cassette: 1) *The Rebels*, 2) *The Dropouts*, and 3) *The Moderates*. The program presents 3 different and basic points-of-view current among students today. It analyzes why today's youth are different and what made them that way. A teacher's manual accompanies the complete set.

■ NUMBER PATTERNS: THE REGROUPING TECHNIQUE

DISTRIBUTOR: Indiana MEDC LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Discover patterns in certain sums; 2) apply regrouping techniques with a variety of sums; 3) develop a formula for the sum of the first in whole numbers and a formula for any sum formed from an arithmetic progression; 4) use techniques to solve a verbal problem; 5) examine and determine the appropriateness of a commercial elementary lesson on number patterns; and 6) aid pupils in building and finding the sum of a number series.

DESCRIPTION: This mini-unit (34 pages) provides instructional material and practice in grouping techniques. Activities include: 1) completing module exercises and worksheets, performing regrouping techniques; 2) completing worksheet which requires analysis of presented elementary lesson on regrouping; and 3) surveying commercial elementary math textbooks. Worksheets and an appendix reprint — "It Happened One Schoolday'' (Gauss)— are included in the module.
Part of Series— **Mathematics Methods Program**

■ NUMERATION

DISTRIBUTOR: Indiana MEDC LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Given a set of elements, express the number of elements in that set using any specified base; 2) given a card set on numeration, sequence them to represent an appropriate teaching order; 3) differentiate between appropriate uses of manipulative aids in teaching numeration; 4) diagnose student errors in numeration and design steps for remediation; 5) convert measures using the metric system; 6) express fractions as decimals; and 7) write a lesson numeration.

DESCRIPTION: This module consists of a 28-page guide and a 57-page packet of worksheets. The module contains 6 sections: 1) **Basic Concepts and Properties of Numeration Systems**, 2) **Sequential Development of Numeration Concepts**, 3) **Materials Used in the Development of Numeration Concepts**, 4) **Remedial Work in Numeration**, 5) **Extension of the Numeration System to Include Decimals**, and 6) **A Teaching Experience.** Learning activities include: 1) viewing the film, *Story of Our Number System*; 2) completing exercises on worksheets; 3) reading suggested materials; 4) viewing slide-tape presentation, *An Overview of Numeration in the Elementary School* (narration for presentation is provided in the module guide); 5) participating in group work with manipulative aids; 6) teaching a game to members of group; 7) attending seminars; 8) viewing videotape, *A Remedial Lesson in Early Place Value Work;* 8) designing an instructional activity to help a child replace an error pattern; and 9) planning a 10-minute mini-lesson on numeration. The worksheet packet contains: a) programmed exercises, b) game descriptions, and c) a numeration test.

EVALUATION: A written numeration test (6 pages) is provided for administration after section 5. No criteria for evaluation are provided. A revised version of this module was designed during the summer, 1973.

■ NURSERY SCHOOL CHILD-MOTHER INTERACTION: THREE HEAD START CHILDREN AND THEIR MOTHERS

DISTRIBUTOR: NYU Film Lib.	LEVEL: E. Ch.
COST: $230.00	AUDIENCE: Tea., Par.
RENTAL: $21.50	

DESCRIPTION: This film examines the mother's role in developing a child's alertness to the environment and his social adjustments to school. Three black women and their 4-year-old boys are featured. The film is produced and narrated by Dr. Marianne Marschak. 16mm/b&w/41 min.

O

■ OAKLEAF PROJECT, Robert Glasser

DISTRIBUTOR: INTER/COM	LEVEL: Elem.
COST: $125.00	AUDIENCE: Tea., Adm.
RENTAL: $25/wk.	

DESCRIPTION: This film follows the progress of the children in one family as they work in an Individually Prescribed Instruction (I.P.I.) system. It concentrates on the child in the 1st grade, following him through actual school situations as he experiences and learns. The film also examines specifics of I.P.I. — why it was designed, how it works, and how it is evolving through trial and use. 16mm/b&w/28 min.

■ OBJECTIVES AND SELECTED BIBLIOGRAPHY

DISTRIBUTOR: Emporia	LEVEL: All
COST: Consult Distributor	AUDIENCE: Tea.

OBJECTIVES: This educational program is designed to: 1) provide students with theory and concepts to be applied in the teaching act; 2) give students the opportunity to apply these concepts in simulated and real-life situations; and 3) develop in students a sense of responsibility for their acquisition, mastery, and application of theory and concepts.

DESCRIPTION: This manual (400 pages) contains objectives and a reading list for the development of 63 competencies. Competency clusters included are: 1) **Philosophy of Education (Aims and Objectives)**; 2) **Philosophy of Education (Realism and Idealism)**; 3) **Philosophy of Education (Naturalism, Pragmatism and Reconstructionism)**; 4) **Growth Related to Learning** ;5) **Learning Theories**; 6) **Basic Teaching Model and Instructional Objective**; 7) **Curriculum Development**; 8) **Curriculum Organization**; 9) **Vertical and Horizontal Organization of Schools**; 10) **Planning for Learning (Unit Teaching)**; 11) **Planning for Learning (Daily Lesson Plan)**; 12) **Instructional Methodologies (Concepts of Teaching and Communication)**; 13) **Instructional Methodologies (Demonstration, Dialogue, Discussion, Drill-Practice)**; 14) **Instructional Methodologies (Group Dynamics, Inquiry and Discovery, Lecture)**; 15) **Instructional Methodologies (Questioning, Recitation, Supervised Study)**; 16) **Classroom Management**; 17) **Classroom Control (Discipline)**; 18) **Evaluation and Progress Reporting**; 19) **Testing in the Classroom**; 20) **Constructing Test Items**; 21) **Scoring and Grading Tests (Reporting Test Results)**; 22) **Studying the Learner (Sociometry)**; 23) **Studying the Learner (Case Study, Anecdotal Records, Peer Rating)**; 24) **Mental Health Guidance (Mental Health)**; 25) **Mental Health Guidance (Guidance)**; 26) **Axiology**; 27) **A-V (Chalkboard)**; 28) **A-V (Overhead Transparencies)**; 29) **A-V (Slides)**; 30) **A-V (Filmstrips)**; 31) **A-V (Filmstrips and Slide Projection)**; 32) **A-V (Still Pictures)**; 33) **A-V (Opaque Projection)**; 34) **A-V (Graphics)**; 35) **A-V (Three-Dimension Materials)**; 36) **A-V (Study Displays)**; 37) **A-V (Maps and Globes)**; 38) **A-V (Community Study)**; 39) **A-V (Education Television)**; 40) **A-V (Audio Learning)**; 41) **A-V (Motion Pictures)**; 42) **A-V (Duplicating Processes)**; 43) **Problem-Solving and Creativity**; 44) **Intelligence**; 45) **Transfer of Learning**; 46) **Emotion and Learning**; 47) **Personality**; 48) **Motivation**; 49) **Teacher's Self**; 50) **Individual Differences**; 51) **Reading Methods**; 52) **Social Studies**; 53) **Language Arts**; 54) **Literature for Children**; 55) **Interviewing for a Teaching Position**; 56) **Professional Education Organizations**; 57) **Teacher Salaries, Fringe Benefits, Working Condition, Retirement**; 58) **Teacher Contracts, Tenure, Evaluation**; 59) **Teaching as a Profession**; 60) **Teacher Certification**; 61) **Ethical Standards and Autonomy of Teaching**; and 62) **Legal Aspects of Teaching.** All competencies are accompanied by a Learning Package and Self-Learning Laboratory available at college learning center. Each package consists of various cassette tapes and slide presentations.

EVALUATION: Students developing competencies have the choice of an objective-type proficiency exam, an essay-type exam, or an individual or group oral exam.

■ OBSERVATION AND MEMORY

DISTRIBUTOR: Sterling	LEVEL: E.Ch., Elem.
COST: $165.00	AUDIENCE: Sp.Ed.Tea.

DESCRIPTION: This film demonstrates techniques for inventive teaching of observation and memory, as well as development of skills in visual discrimination, creativity, sequencing, and basic mathematics. A series of flash-tests or games are demonstrated for use in special education classes: 1) Balloons Are Flying, 2) Jack-O-Lantern Has Lost His Hat, 3) Birthday Flash, 4) Fun Things Flash (Parts I and II), and 5) Lollipop Game. Each game is demonstrated, and the narrator provides suggestions on uses of the game and types of questioning to be used with the games. The film may be used as introductory material in the classroom, as well as demonstration material for training teachers in specific teaching technique.

OH YES, THESE ARE VERY SPECIAL CHILDREN

DISTRIBUTOR: Campbell LEVEL: All
COST: $180.00 AUDIENCE: Tea.
RENTAL: $12.50/2 days

DESCRIPTION: This film shows retarded children being introduced to dancing for the first time at the Perkins School, Lancaster, Massachusetts. The children's first reactions are shown and the teacher's reaction to their words. They are shown later after several months of dancing instruction. The film demonstrates how much can be accomplished with the mentally retarded with a positive approach and sympathetic, understanding teachers. 16mm/color/20 min.

ONE CHILD IN A HUNDRED

DISTRIBUTOR: Time/Life LEVEL: All
COST: $150.00 AUDIENCE: Tea., Par.
RENTAL: $15.00

DESCRIPTION: This film deals with the problems of the 1 out of every 100 children born today who will be mentally handicapped and may never become fully independent or self-supporting It deals with such questions as: what techniques can be used to develop these children to the maximum of their limited capabilities?, what progress can be expected?, and should they be cared for at home or in an institution?. It also discusses the problems of adjusting to and living with a mentally-handicapped child. 16mm/b&w/20 min.

ONE CHILD IN FOUR: THE STORY OF PROJECT "RISE"

DISTRIBUTOR: NSPRA LEVEL: E.Ch., Elem.
COST: $20.00 AUDIENCE: Tea.,Para.,Par.

DESCRIPTION: This filmstrip (35 min/color/85 frames) with accompanying record or cassette points out that 1 child in 4 has serious reading deficiencies. The program discusses what should be done in the home to assure the child's success in reading and other schoolwork. It outlines what teachers, parents, teacher aides, PTA's, and other family members can do to help young children develop reading readiness.

ONTO THE PAGE AND INTO THE WORLD

DISTRIBUTOR: Campbell LEVEL: All
COST: $150.00 AUDIENCE: Tea., Sp. Ed. Tea.
RENTAL: $12.50/2 days

DESCRIPTION: This film follows the production of a book of poetry by a class of mentally retarded children at the Dr. Franklin Perkins School, Lancaster, Massachusetts. The children are seen progressing from inception through completion and mailing of the books. Poems are read by their authors, supplemented by comments about the project by Mary Perkins, teacher of art at the school. 16mm/color/13 min.

OPERANT AUDIOMETRY WITH SEVERELY RETARDED CHILDREN

DISTRIBUTOR: Kansas LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Sp. Ed. Tea.
RENTAL: None

DESCRIPTION: This film demonstrates the use of positive reinforcement to test the hearing of a severely retarded subject. It traces the progress of a 13-year-old retarded boy through several clinical sessions designed to detect and diagnose hearing impairments. It demonstrates how the child is conditioned to wear a headset, and how reinforcement techniques are employed to train the child to respond to auditory stimuli. 16mm/color/16 min.

OPERATING THE VIDEOTAPE MACHINE (SONY 1972), Norma Slane

DISTRIBUTOR: Dallas LEVEL: All
COST: $.95 AUDIENCE: All

OBJECTIVES: Operate the videotape machine in any capacity that may be required.

DESCRIPTION: This module (8 pages) teaches the use of the videotape machine which is often used in minicourse taping. A flowchart directs the learner through the module. Activities for skill development are provided in the following areas: 1) assembling the machine, 2) loading the recorder with tape, 3) placing microphones, 4) manipulating the machine while recording (focusing, panning, moving the camera), 5) playing back the recorded tape, 6) audio-dubbing, and 7) erasing the tape. Supplementary material on the "do's and don'ts" of using the videotape machine is included.

EVALUATION: Self-graded pretests and posttests are provided. The final videotape production is evaluated by the instructor.

OPERATION BEHAVIOR MODIFICATION

DISTRIBUTOR: Nat.Med.Ctr. LEVEL: All
COST: Consult Distributor AUDIENCE: Sp.Ed.Tea.

DESCRIPTION: This film (M-1575-X) shows training of mentally retarded girls to enable them to look and act as nearly normal as possible. 16mm/b&w/40 min.

OPERATIONALIZING GOALS, Tom Hill et al.

DISTRIBUTOR: V.I.P. LEVEL: All
COST: $1.25 AUDIENCE: Tea.

OBJECTIVES: Develop and operationalize goal statements.

DESCRIPTION: This module (8 pages) provides instruction in converting a goal into operational terms, so that the type of measurement needed for evaluation is clarified. The module contains narrative instructional material followed by exercises which require stating goals and then forming operational objectives.

EVALUATION: Exercises are self-assessed according to criteria provided in the module.

OPERATIONS WITH WHOLE NUMBERS

DISTRIBUTOR: GSA LEVEL: Elem.
COST: $94.00 AUDIENCE: Tea.
RENTAL: $10.00

DESCRIPTION: This film explores procedures for interrelating addition and subtraction. Materials, methods, and strategies which are particularly effective are shown. Attention is focused on the use of multiple techniques for improving instruction in multiplication. Algorithms which have been found to be particularly effective are emphasized and the use of materials is stressed. The film was prepared by the Center for Cooperative Research with schools of the Pennsylvania State University. 16mm/color/22 min.

Part of Series:**Project On Interpreting Mathematics Education Research**

■ OPPORTUNITY CLASS, Concord Films Council

DISTRIBUTOR: NYU Film Lib. LEVEL: E.Ch.
COST: $205.00 AUDIENCE: Sp.Ed.Tea.
RENTAL: $19.00

DESCRIPTION: This film describes the planning and construction of a preschool classroom for 20 normal and handicapped children and outlines the insights and conclusions arising from this continuing experiment. This opportunity class, founded in 1966, has successfully enabled handicappped children to socialize with normal children and has prepared them, where possible, for formal elementary education. It has demonstrated that attitudes of rejection of the handicapped do not occur during these formative years but are acquired later in life. The program at the opportunity class includes one-to-one play with staff members, free play, and group activity. The progress of former class members is described, and mothers of the handicapped children discuss their hardships and the difference the opportunity class has made. 16mm/color/22 min.

■ ORAL LANGUAGE — PHASE I, John R. Dixon, Donald O'Brien, and Robert Arends

DISTRIBUTOR: Buffalo UUTEP LEVEL: Elem.
COST: No Charge AUDIENCE: Tea.

OBJECTIVES: 1) Identify the various forms of standard and non-standard English; 2) analyze the speech patterns of pupils; 3) analyze pupils and materials relative to a specific subject; and 4) plan a lesson using the analysis in Objective # 3 and teach it to pupils.

DESCRIPTION: This modular component package consists of 2 module clusters: 1) **Study of Oral Language Vocabulary, Informal Assessment, and Analysis of Speech Patterns** (5 pages/3 modules), and 2) **Analysis of Pupil Aptitude and Interest, Materials Available, with Special Emphasis on Oral Language** (5 pages/3 modules). Learning activities include: a) attending seminars; b) reading assigned materials; c) viewing the film, *The Speech Chain*; d) analyzing the speech patterns of 3 pupils; e) surveying typical grade placement materials in 2 subject areas and then comparing a small group of pupils' vocabulary concepts to this survey; and f) surveying materials available for grade level of class and for individual needs of a pupil.

EVALUATION: Instructor evaluation of written tests and of student's surveys and reports. Criteria for evaluation are provided.

■ ORGANIZING FREE PLAY

DISTRIBUTOR: GSA LEVEL: E.Ch.
COST: $29.00 AUDIENCE: Tea.

DESCRIPTION: This film focuses on the facet of early childhood education called "free play." Using preschool children and their teachers in the physical surroundings of the nursery school, the film discusses these questions: 1) what is free play?, 2) how do children learn from free play?, and 3) how does one control free play? This training film is also available in Spanish. **An Audience Guide** highlighting the meaning of "free play" as a curriculum of discovery may be ordered in quantity with the film through Modern Talking Picture Service, Inc. (Regional addresses available through distributor.) 16mm/b&w/22 min. The new **Program Guide and Program Manual,** designed for use by discussion leaders, develops in detail the salient points of "free play" philosophy and may be used with or without film. Order from Office of Child Development, HEW, Washington, D.C. 20201.

■ OUR OWN MUSIC

DISTRIBUTOR: Time/Life LEVEL: Elem.
COST: $250/indiv. films; AUDIENCE: Tea.
$2,000/series
RENTAL: $30/indiv. films; $250/series

DESCRIPTION: This film outlines steps in music education based on discovery. Children are first encouraged to find out what types of noises they can make on whatever instruments are available. With the sound of the instrument, each child hears a time pattern or rhythm. There is no drill, just singing — old and new songs, nonsense rhymes, classical lullabies, folk tunes, and music for dance and movement. After a year or two a pattern is introduced. The experiments with rhythmic schemes becomes more complicated. Then in higher grades practice is provided with musical notation, chords and harmony. By this time, the children have learned to read and write music. 16mm/b&w/30 min.
Part of Series: **Discovery and Experience**

■ OUR RELATIONS WITH OUR CHILDREN — CARL ROGERS, Mary Anderson

DISTRIBUTOR: Midwest LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) List with 90% accuracy common problems parents have in child rearing; 2) discuss the problem of trust; 3) discuss concept of "disappear box"; and 4) discuss concept of family meeting.

DESCRIPTION: This UNIPAC (3 pages) is a self-instructional module. Activities include listening to Dr. Rogers tape *Relationships with Our Children.* Knowledge is checked by self-test.

EVALUATION: Self-test with answer key is provided. Posttest is instructor administered. Module is now being field tested.

■ OUR SCHOOLS HAVE KEPT US FREE

DISTRIBUTOR: NEA-Sound LEVEL: All
COST: $75.00 AUDIENCE: All

DESCRIPTION: This film is based on an essay by Henry Steele Commager, showing the role of education in helping to shape and preserve democracy. The film consists of scenes from history and words of our founding fathers, interspersed with scenes of today's classrooms where students are learning their rights and responsibilities to preserve freedom. 16mm/color/29 min.

■ OUT OF THE SHADOWS

DISTRIBUTOR: Kansas LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Sp. Ed. Tea.

DESCRIPTION: The film demonstrates a special education project with approximately 50 severely retarded children, none of whom have IQ's above 40. Through a well-organized reinforcement system, these children—who would otherwise have continued to exist in a custodial environment—learn the motor skills, color perception, and basic speech formation which allow them to participate in regular hospital programs geared to the moderately and mildly retarded. 16mm/color/17 min.

OUTDOOR EDUCATION, American Association for Health, Physical Education, and Recreation

DISTRIBUTOR: NEA-Sound LEVEL: All
COST: $150.00 AUDIENCE: All
RENTAL: $15.00

DESCRIPTION: This film shows how the school curriculum can be extended and enriched through the use of outdoor resources and by teaching attitudes, skills and appreciations of the outdoors. Learning activities shown are: outdoor farming laboratories, real-life applications of social studies and science learnings, and camping activities that teach social learnings and values. The film also surveys outdoor sports, educational programs in swimming, boating, fishing, riflry, archery, and snow-skiing. It also discusses inservice teacher training that develops skill in using the outdoor laboratory. 16mm/color/28-1/2 min.

OUTDOOR PLAY

DISTRIBUTOR: Campus
COST: $200.00 LEVEL: Elem.
RENTAL: Consult Distributor AUDIENCE: Tea.

DESCRIPTION: This film presents the unique physical and intellectual development provided by outdoor play activities and shows extensive use of improvised materials. It highlights children's exploration of space, their interaction with materials, and their interaction with each other. These factors and their relations to learning is the focus of the film. 16mm/color/17 min.

OVERVIEW OF OBJECTIVES IN THE COGNITIVE, AFFECTIVE, AND PSYCHOMOTOR DOMAINS WITH IN-DEPTH STUDY OF THE COGNITIVE DOMAIN, W. Kalenius and R. Latta

DISTRIBUTOR: WWSC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Adm., Super.

OBJECTIVES: a) Given a list of 6 performance objectives, correctly identify the domain to which each objective belongs; 2) given a list of 10 cognitive learning objectives, identify the classification of the cognitive objectives as: a) knowledge, b) comprehension, c) application, d) analysis, e) synthesis, and f) evaluation.

DESCRIPTION: This 32-page Learning Activity Package (LAP) # 3 provides in-depth study of classification of objectives in the cognitive domain. Learning activities include: 1) viewing Vimcet # 3 sound/filmstrip, ***Selecting Appropriate Educational Objectives;*** 2) reading narrative provided in module; 3) completing practice exercises (answers provided); and 4) writing cognitive objectives appropriate for a LAP in participant's subject area. Results on the pretest and a prescription table route the participant through the module. Appendices include materials for application and enrichment. Completion time: 2 - 3 hours.

EVALUATION: The pretest and posttest are required and provided. Answer sheets and keys are included in the module. Criteria for evaluation are established, as well as steps for remediation.
Part of Series: **PAL System**

P

PACKAGES FOR AUTONOMOUS LEARNING (PAL) SYSTEM: PROSPECTUS/INSTRUCTOR'S MANUAL/ILLUSTRATIVE PRODUCTS

DISTRIBUTOR: WWSC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Sup.

DESCRIPTION: These 3 booklets accompany the 9 Learning Activity Packages in the ***PAL System Series*** which has been developed to train educators in planning, writing, and evaluating instructional packages. **Prospectus** (24 pages) describes the PAL System and contains a complete description of the activities involved in planning, writing, and evaluating LAP's. The **Instructor's Manual** (36 pages) provides suggestions on incorporating the ***PAL System*** in preservice teacher training courses. Topics covered include: 1) ***Mechanics of Class Sessions,*** 2) ***Alternative Course Schedules,*** 3) ***Facilities Required for Course,*** and 4) ***Materials Required for Course.*** The **Illustrative Products** booklet (98 pages) contains sample learning lattices, instructional strategies, and packages which accompany the ***PAL System.***
Part of Series: **PAL System**

PANCHO

DISTRIBUTOR: GSA LEVEL: E. Ch.
COST: $76.00 AUDIENCE: Tea.

DESCRIPTION: This film surveys features of the Head Start Program. By following the development of a young boy of Mexican descent in California, the film shows his miraculous physical and mental change from cretin to normal child through the Head Start Program. The film is also available in Spanish. (Regional rental sources available from distributor.) 16mm/color/25 min.

PARENT EDUCATION PROGRAM

DISTRIBUTOR: SRMCD LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Par.

DESCRIPTION: This videotape presents the physiological, psychological, and educational dimensions of deafness. It discusses family relationships, management of the hearing-impaired child, and ways to help him acquire language through visual and auditory experiences. Suggestions are made for parent education in different settings, cementing a continuing relationship between home and school. 20 min. (Order No. IE-21)

PARENTS ARE TEACHERS, TOO

DISTRIBUTOR: GSA LEVEL: E. Ch., Elem.
COST: $25.00 AUDIENCE: Tea., Par.

DESCRIPTION: This film shows parents the crucial importance of their role as the child's first teacher and his most continuous teacher. The film's school situation presents ideas for parents to use in encouraging a child's mental and emotional growth through play. Materials for encouraging development can be found even in the most modest homes. (Regional rental sources available from distributor.) 16mm/b&w/22 min.

PARTNERS IN PLAY

DISTRIBUTOR: Nat. Med. Ctr. LEVEL: E. Ch. Elem.
COST: Consult Distributor AUDIENCE: Tea., Sp. Ed. Tea.

DESCRIPTION: This film (M-1475-X) demonstrates the value of purposeful play for children. It shows how community children and institutionalized retarded children can benefit from the same play experiences. 16mm/b&w/15 min.

■ PASCAL'S TRIANGLE

DISTRIBUTOR: Indiana MEDC LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Use a number pattern argument ot construct Pascal's Triangle; 2) discover several number patterns in Pascal's Triangle; and 3) study the connection between Pascal's Triangle and combinatorial problems.

DESCRIPTION: This module (20 pages) studies Pascal's Triangle and its use of patterns in mathematical applications. Activities involve completing module exercises in groups. Materials needed are a sack containing 5 red marbles and 5 blue marbles (1 each per group). The appendix (4 pages) contains illustrations of "Pascal's Triangle at the Elementary School Level."
Part of Series: **Mathematics Methods Program**

■ PASSE PARTOUT FRAMING

DISTRIBUTOR: Indiana LEVEL: All
COST: $100/color;$50/b&w AUDIENCE: Tea.
RENTAL: $4/color; $2.75/b&w

DESCRIPTION: This film shows how to mount materials for display for making a sandwich of backing, material, mat, and glass or plastic. It also presents: variations of this technique for mounting 3-dimensional materials, uses of plastics to cover materials to be written on, and uses of display stands. Detailed instructions are given for sealing the "sandwich" with cloth tape. Part of the illustration is done through animation. This film is available in a Spanish language. 16mm/color and b&w/12 min.
Part of Series: **Preparation of Audio-Visual Materials**

■ PATTERN FOR CHANGE

DISTRIBUTOR: SRMCD LEVEL: All
COST: Consult Distributor AUDIENCE: Adm., Sp. Ed. Tea.

DESCRIPTION: This videotape traces the historical development of services for the mentally retarded and the contributions of many disciplines leading up to modern programs which avoid the protective custody of institutionalization and make normal living possible. New approaches to education make the retardate's life stimulating and his daily hours constructive. 20 min. (Order No. IE-31)

■ PAY ATTENTION

DISTRIBUTOR: NYU Film Lib. LEVEL: All
COST: $175.00 AUDIENCE: Tea., Par., Sp.Ed.Tea.
RENTAL: $11.00

DESCRIPTION: This film shows some of the educational and personality problem faced by the child who is hard of hearing but is not deaf. Some of the ways in which parents, teachers, and specialists can help are suggested. It follows selected pre-school, school age, and high school children who are hard of hearing and indicates a variety of problems and remedial techniques associated with different age levels and different personality characteristics. Understanding of the problem and its early treatment, the use of context methods of speech reading, and the early use of hearing aids where appropriate are stressed. 16mm/b&w/27 min.

■ PERCEPTION, Robert A. Johnson and Michael Ball

DISTRIBUTOR: ACC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

DESCRIPTION: This film studies perceptual processes and provides many of the principles of perception that are not readily available for classroom demonstration. It provides insight into how man perceives the world around him, which influences how he behaves. A complete overview is presented with definitions of sensation and perception. Experiments and demonstrations include: 1) figure-ground relationships, 2) perceptual set, 3) color satiation, 4) Bruner's experiment, 5) Phi Phenomenon, 6) color mixture, 7) trapozoidal window, and 8) Benham's Top. 16mm/color/15 min.

■ PERFORMANCE-BASED GUIDE TO STUDENT TEACHING, Robert E. DuBey et al.

DISTRIBUTOR: Interstate LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Sup.

DESCRIPTION: This extended module (193 pages) provides preservice students and supervisors with a planned guide for professional growth. It contains performance objectives for student teaching, suggestions for activities, provisions for analyzing the student teacher's progress, and evaluative devices for recording progress. Objectives are both instructional and supportive and are developed in 4 phases: 1) **Orientation,** 2) **Participating in Teaching**, 3) **Teaching**, and 4) **Teaching and Evaluation of Competence.** Areas of competence developed include: 2) interaction, b, selection of content, c) motivation, d) instructional materials, e) individual differences, f) discipline, g) directed study, h) questioning, i) personal qualities, j) evaluation of pupil progress, l) community resources, m) professional ethics, n) philosophy of education, etc. Appendices include model forms and rating charts. (#1533)

■ PERFORMANCE STANDARD UNIT ON HOW TO WRITE A UNIPAC, Ronald Hering

DISTRIBUTOR: Midwest LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Write a UNIPAC on an educational topic which consists of all the ingredients and functions of a UNIPAC.

DESCRIPTION: This self-instructional unit (11 pages) instructs on how to develop a UNIPAC, a method of individual instruction. Instructional materials in the module discuss:1) "How to Write a UNIPAC," 2) "Functions of a UNIPAC," 3) "Background and Preparation of UNIPACs," and 4) "UNIPAC in the General Education Picture." All participants are required to write a UNIPAC in an area of educational interest (a list of recommended topics is included in the module). Participants may choose from several other activities: a) group discussion on the needs for individualized instruction, summarizing ideas in a written paper; b) preparation of a list of diagnostic needs which the participant may encounter, describing how needs may be met with UNIPACs; c) micro-teach a concept in participant's major area to a small group, attempting to make the component parts of the idea undecernable to the group; and d) creation of a figure or symbol which illustrates the functions of the UNIPAC.

EVALUATION: Two self-graded tests are included in the unit. Criteria are provided. Progress on self-tests routes participant through the module. Final evaluation of performance is by the instructor.

■ PERSONAL ADJUSTMENT, Carl Rogers

DISTRIBUTOR: IDI　LEVEL: All
COST: $78.95/comp. prog.; $39.95/indiv. series　AUDIENCE: Coun., Tea.

DESCRIPTION: This cassette program presents Carl Rogers, psychologist, as he shares his insights and his experiences. He discusses feelings of loneliness, the generation gap, the goals of life, and the struggle to become a person. The program is divided into 2 series. Series A (5 cassettes) covers the following topics: 1) *Sharing Something of Yourself*, 2) *The Place of Feelings and Emotions*, 3) *Is It Possible to Be Yourself?*, 4) *The Struggle to Become a Person*, and 5) *What Are the Goals of Life*. Series B (5 cassettes) covers the following topics: 1) *What It Means to Be Married*, 2) *Relationships with Your Children*, 3) *The Generation Gap*, 4) *The Lonely Person*, and 5) *The Person of Tomorrow*. Each series is contained in a vinyl album.

Part of Series: **Interpersonal Communications Program**

■ PERSONALIZED APPROACH TO PLANNING AND CONDUCTING A PROGRAM OF CONTINUING INSERVICE EDUCATION, Robert L. Fisher and James P. O'Hanlon

DISTRIBUTOR: V.I.P.　LEVEL: All
COST: $1.75　AUDIENCE: Tea., Adm., Sup.

DESCRIPTION: This 39-page manual describes the Video Inservice Program (VIP) work in 4 component areas: teacher self-appraisal, helpful-help, concepts of systematic planning, and personalized instruction. The manual consists of 2 parts: 1) **Characteristics of an Effective Inservice Program**, which explains components of the VIP scheme; and 2) **Initiating and Maintaining an Inservice Program** discusses the types of leadership roles required and a case study of this type of inservice. The last chapter lists and describes publications available from the VIP Project which may be of value in implementing an inservice program.

■ PERSONALIZING READING SKILLS, Patrick J. Groff

DISTRIBUTOR: Listener　LEVEL: E. Ch., Elem.
COST: $69.95 ($58.00 with bulk order)　AUDIENCE: Tea.

OBJECTIVES: 1) Recognize individual reading weaknesses, diagnose reasons for weakness, and prescribe antidotes to overcome them.

DESCRIPTION: This program consists of 5 one-hour cassettes which cover reading skills from basic readiness to advanced reading. The program is presented as lectures by Patrick Groff. 1) *Reading Skills: What They Are* defines reading skills, readiness for learning reading, and methods for teaching reading. 2) *Teaching Phonics* outlines the teaching of sounds, graphemes, and letters. 3) *More About Phonics* outlines procedures for teaching associations between vowel sounds and phonemes and systems for diagnosing a child's oral reading. 4) *Comprehension Skills* defines and develops the 5 parts of reading comprehension. 5) *Improving Skill Development with Games* outlines methods of analyzing skill development and describes usual reading problems.

■ PHILOSOPHY AND WRITINGS — JEROME BRUNER, UNIT I, Ronald Hering

DISTRIBUTOR: Midwest　LEVEL: All
COST: Consult Distributor　AUDIENCE: Tea.

OBJECTIVES: 1) Write Bruner's definition of concept; 2) describe in writing his background and educational importance; 3) list 4 areas of influence discussed in *Process in Education*; 4) describe in writing 4 methods of using concepts in participant's teaching major field; and 5) give time and salient shifts in philosophy from quotes from Bruner.

DESCRIPTION: The UNIPAC (8 pages) is a self-instructional module. Successful completion of self-test allows participant to bypass module and take posttest. Quest material activities include readings by Bruner: *Process of Education*, *Learning and Language* (Psychology Today, July '71), *Poverty and Childhood* (pamphlet), and *Relevance of Education*.

EVALUATION: Self-test with answer key is provided. Posttest is administered by instructor.

■ PHILOSOPHY OF EDUCATION

DISTRIBUTOR: St. Scholastica　LEVEL: All
COST: Consult Distributor　AUDIENCE: Tea., Adm.

OBJECTIVES: 1) Match educational philosophies with proponents of the philosophies; and 2) discuss present social conditions and their relationship to the school and curriculum.

DESCRIPTION: This module (17 pages) studies social conditions surrounding a school and their relationship to what is taught. The module consists of 10 instructional projects, each consisting of content classification, purpose, criterion performance objectives, evaluative criteria, taxonomic category, and resources list. All students must complete the first 8 projects in order to receive a grade of "C." These 8 projects include: 1) **Educational Aims**, 2) **Relationship between Educational Aims and Curriculum** (Parts I and II), 3) **Who Should Control Education**, 4) **Education and Social Change**, 5) **Compulsory Education**, 6) **Professional Education of Teachers**, and 7) **Critical Contemporary Perspectives on Education**. Activities involved in these projects are: a) discussing topics in class, b) reading from resource list (materials not provided in module), and c) writing a paper opposing views in the article, "The Adverse Effects of the Child-Centered Curriculum upon the Schools" (1 page). Two optional projects are provided: **Student-Run Class** project requires lesson presentation to a philosophy of education class (completion of this project qualifies the student for a grade of "B"); the **School Integration** project requires a student debate on this topic (completion of this project qualifies the student for a grade of "A"). Completion time: 1 semester.

EVALUATION: No preassessment is required. Evaluative criteria are outlined for each project.

■ PHILOSOPHY OF HERBERT KOHL

DISTRIBUTOR: Midwest　LEVEL: All
COST: Consult Distributor　AUDIENCE: Tea.

OBJECTIVES: 1) Write Kohl's definition of open classroom as developed in *Open Classroom*; 2) write the meaning of the state of "suspended expectations"; 3) list 3 steps for the teacher on first day of school; 4) list 3 problems of an open classroom that a teacher faces with other teachers; and 5) list 5 items in participant's major area of study that would make the educational experience more meaningful.

DESCRIPTION: This UNIPAC (4 pages) is a self-instructional module. Successful completion of self-test allows student to bypass module and take posttest. Module steps include reading *The Open Classroom* (Kohl) and *Teaching the "Unteachables."*

EVALUATION: Self-test with answer key is provided. Posttest is administered by instructor. Module is now being field tested.

■ PHILOSOPHY OF INSTRUCTION FOR THE SOCIAL STUDIES IN THE ELEMENTARY SCHOOL, Don Baden, Abel Gonzales, and Lem L. Railsback

DISTRIBUTOR: Texas A&I LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Develop and write a personal professional philosophy of instruction for social studies in the elementary school; and 2) compile a list, based on the developed personal philosophy of instruction, of behavioral competencies required in an exemplary elementary social studies teacher.

DESCRIPTION: This module (55 pages) develops skills in recognizing, evaluating, and formulating philosophies of instruction for elementary social studies. A flowchart directs the participant through the module. Learning activities include: 1) completing a questionnaire, "Social Studies Statements" (6 pages with key); 2) reading enclosures; 3) discussing readings in groups; 4) analyzing a social studies textbook to determine the philosophy of instruction; 4) determining the social studies instruction philosophy of the school district in which the participant works; 5) determining the philosophy of a school curriculum guide; and 6) designing own activity. Readings are provided and include: a) "Defining the Social Studies: An Exploration of Three Traditions" by Barth & Shermis (8 pages); b) "Question of Our Professional Identity: Reactions to the Barth/Shermis Article" by Barr (5 pages); c) "Strategies for Elementary Social Science Education: Chapter 1" by Joyce (6 pages), d) "Social Studies Curriculum Guidelines" developed by NCSS Task Force (8 pages); e) "The Curriculum Revolution" by Fenton (3 pages); f) "Teaching as a Subversion Activity" by Postman & Weingartner (4 pages); g) "Developmental Levels for Social Studies" worksheets; and h) evaluation form for the module (4 pages).

EVALUATION: An optional preassessment is provided. Postassessment consists of meeting objectives and performing same activities as preassessment. Criteria for evaluation are provided.

■ PHILOSOPHY OF WILLIAM GLASSER, Ronald R. Hering

DISTRIBUTOR: Midwest LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) List 2 of Glasser's achievements, 2 descriptions of his educational background, and 6 recommendations for schools without failure; 2) score 25% out of 30% on true-false test on speech (on dial access) and 2 chapters of book; and 3) list 2 Glasser methods of discipline handling in a hypothetical situation.

DESCRIPTION: This UNIPAC (7 pages) is a self-instructional module. Successful completion of self-test allows participant to bypass module and take posttest Materials utilized, but not included, are *Reality Therapy* and *Schools Without Failure* (Glasser). Module contains a list of quest materials and self-test with answer key.

EVALUATION: Pre- and posttest are identical but are not included.

■ PHYSICAL EDUCATION COMPONENT OF A COMPETENCY-BASED ELEMENTARY EDUCATION PROGRAM, Billy Gober

DISTRIBUTOR: Georgia LEVEL: Elem.
COST: $1.40 AUDIENCE: Tea.

OBJECTIVES: 1) Demonstrate knowledge of physical growth and development characteristics of elementary age children as it relates to a physical education program; 2) become familiar with the theories and principles associated with the learning of motor skills and their application to elementary children; 3) analyze and instruct basic movement skills; 4) select various physical education activities for various grade levels, as well as the techniques needed to present this content to the children; and 5) exhibit proficiency in selection, administration, and computation of evaluation techniques in physical education.

DESCRIPTION: This module cluster (105 pages) consists of five modules: 1) **Physical Growth and Development Associated with Elementary School Physical Education** (20 pages), 2) **Motor Learning Associated with Elementary School Physical Education** (16 pages); 3) **Movement Analysis Associated with Elementary School Physical Education** (20 pages); 4) **Curriculum Methods Associated with Elementary School Physical Education** (27 pages); and 5) **Evaluation Associated with Elementary School Physical Education** (19 pages). Flowcharts direct the learner through each module. Each module outlines learning tasks and a pretest measures the learner's proficiency at these tasks. After consultation with the instructor on areas for concentrated study, the learner selects his individual learning plan from the alternatives listed in the module. Learning activities include: 1) reading suggested materials; 2) viewing and listening to films, filmstrips, and audiotapes; 3) attending seminars; 4) conducting research; 5) interviewing specialists; and 6) designing learning activities and evaluation techniques.

EVALUATION: Pretests are required for each module. Criteria for evaluation are established, but written tests are not provided. Posttests are required for each learning task, and criteria for evaluation are provided. For many tasks, the written posttest is provided.

■ PHYSICAL EDUCATION FOR BLIND CHILDREN

DISTRIBUTOR: Campbell LEVEL: All
COST: $165.00 AUDIENCE: Tea., Sp.
RENTAL: $9/2 days Ed. Tea.

DESCRIPTION: This film shows blind children of all ages participating in a wide variety of vigorous physical activities, both in public and residential schools. Many feel that physical education is even more important for blind children because of the increased energy needed by the blind to accomplish the same act performed by a sighted child. 16mm/color/19 min.

■ PIAGET IN CHILDHOOD EDUCATION, David Elking

DISTRIBUTOR: Listener LEVEL: E. Ch., Elem.
COST: $59.95 ($48.00 w/special AUDIENCE: Tea.
bulk purchase)

DESCRIPTION: This program consists of 4 one-hour cassettes which outline Piaget's impact on the new curricula and relate it to effective teaching. David Elking presents the lectures which develop understanding of the mental and emotional growth of children. 1) *History and Application* explains how Piaget began his studies and presents his ideas on the origin of children's ideas and creativity, as well as his approaches to concepts of numbers, classification, and relationships. 2) *Piaget's Theory of Learning* outlines the 5 stages of creating and explains its relevance to classroom behavior. 3) *Implications for Curriculum Structure* deals with the concepts of structuring, playing education, pacing, rhythm, questioning, and individualizing instruction. 4) *Application for Teachers and Teaching* deals with the concepts of communication, continuity, grading, motivation, involvement, and education as an interpersonal process.

■ PICTOGRAPH HANDBOOKS AND AUDIOTAPES SERIES, Robert Arends and Paul Andruczyk

DISTRIBUTOR: Ctr. Study Teaching LEVEL: All
COST: $5/indiv. handbook & tape; $25/series AUDIENCE: Tea.

OBJECTIVES: Discuss the how, what, and why of a competency-based teacher education program.

DESCRIPTION: This series consists of 7 pictograph handbooks and accompanying audiotapes on competency-based teacher education. 1) **Competency-Based Teacher Education: What Is It?** examines five aspects of teacher education. 2) **Objectives: Their Role in a Competency-Based Program** focuses on categories, functions, roles, elements, and types of objectives. 3) **A Model of Instruction: The Module** examines each aspect of a module. 4) **Module Format and Program Structure** examines singular and multiple objectives, the elements of a program, and the rationale for the common format. 5) **A Sample Module** takes a step-by-step look at a module on interaction analysis categories. 6) **Guidelines for Developing Instructional Modules** examines 13 suggestions to utilize while developing instructional modules. 7) **A Reference System for Instructional Modules** examines the rationale, a single objective per module approach, a multi-objectives module approach, and a glossary of terms.

■ PLANNING AN INSTRUCTIONAL SEQUENCE

DISTRIBUTOR: M.S.U. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Select a variety of personal development, remedial, and discipline goals for course; 2) write terminal objectives; 3) state sequential instructional objectives; 4) state procedures for preassessment; 5) organize a sequence of learning activities; 6) utilize a variety of learning resources and activities; 7) adjust length of activities to students' attention span; 8) develop evaluation material; 9) provide options and alternative learning activities; and 10) identify activities relating to more than one objective.

DESCRIPTION: This module (19 pages) develops ability to construct and implement a workable instructional plan of teaching. A flowchart and preassessment route the participant through the module. Included are an evaluation procedure, activities for preassessment, and specific instructional activities for small group or independent study. A bibliography of reference materials is included. Supplementary materials (24 pages) are composed of instructional plans, feedback guides, activities, a guide to instructional planning, and a critique form.

EVALUATION: Preassessment is optional to determine progression through the module. A final evaluation for instructor is provided. Module modifications will be made at end of first year.

■ PLANNING EDUCATIONAL PROGRAMS USING SYSTEMATIC PROCEDURES, Carl R. Spencer, Tom Hill, and Robert Klabenes

DISTRIBUTOR: V.I.P. LEVEL: All
COST: $1.75 AUDIENCE: Tea., Adm., Sup.

OBJECTIVES: 1) Define educational accountability; 2) identify and discuss certain methods of incorporating accountability procedures in educational planning; and 3) apply certain concepts to a specific educational program of particular interest.

DESCRIPTION: This learning package (17 pages) presents a program for developing a system to measure educational accountability. The package presents a 7-part model: 1) identify purpose, 2) select goals, 3) establish performance objectives, 4) analyze task, 5) select ways and means, 6) plan evaluation procedures, and 7) implement program. Each step is explained and followed by exercises and opportunities for partner-discussion.

■ PLANNING FOR CHANGE, Tom Hill, Robert Klabenes, and Carl Spencer

DISTRIBUTOR: V.I.P. LEVEL: All
COST: $1.50 AUDIENCE: Tea., Adm., Sup.

OBJECTIVES: 1) Explain the steps involved in accepting innovations; and 2) develop a plan for implementing an innovation in the participant's school.

DESCRIPTION: This instructional package (12 pages) provides instructional material on how individuals accept innovations and how a leader assists adopters in making the necessary changes to put this innovation into practice. Learning activities include: 1) reading instructional materials in the package; 2) discussing steps with a partner; and 3) completing guided exercises on "Planning for Your School."

■ PLANNING FOR TEACHING, Eva Pearl Lewis

DISTRIBUTOR: Dallas LEVEL: All
COST: $1.45 AUDIENCE: Tea.

OBJECTIVES: 1) Write a lesson plan from any area of the curriculum, using one of the forms contained in the module; and 2) write an outline for a unit based on information given in the module.

DESCRIPTION: This module (36 pages) develops methods of planning the efficient use of time, methods, materials, and activities. Learning activities include: 1) reading the enclosure on "Activation of the Learner" by Shumsky (9 pages); 2) studying the guidelines for daily planning and formats for lesson plans and unit plans, then preparing examples of each part of the lesson plan; 3) conferring with instructor; and 4) write a lesson plan and a sample unit plan. A flowchart directs the participant through the module.

EVALUATION: Conferences with the instructor evaluates student progress and routes him through the module. A written, self-graded preassessment is included. Postassessment is provided and consists of demonstrating skill in writing part of a unit and lesson plan and answering essay questions on rationales and evaluation. No criteria for evaluation are provided.

■ PLANNING FOR TEACHING, William Capie

DISTRIBUTOR: Georgia LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Plan all aspects of a lesson to assure success in achieving given objectives.

DESCRIPTION: This module (18 pages) develops skill in structuring activities which achieve mastery of given objectives. A flowchart directs the participant through the module. Learning activities include: 1) reading enclosures and completing accompanying exercises on "Using Appropriate Educational Practice" (9 pages); 2) reading 4-page enclosure on "Set Induction & Closure"; 3) attending a planning seminar; and 4) participating in group work to develop a plan for teaching a science concept.

EVALUATION: This module is currently being revised for the winter quarter, 1973.

Part of Series: **Teaching Elementary Science: A Modular Approach**

■ PLANNING LEARNING EXPERIENCES USING SYSTEMATIC PROCEDURES, Carl Spencer and James O'Hanlon

DISTRIBUTOR: V.I.P.
LEVEL: All
COST: $1.75/package; $12.00/sound-filmstrip
AUDIENCE: Tea.

OBJECTIVES: Identify certain behavioral concepts and apply them in developing a plan for a real or hypothetical inservice workshop.

DESCRIPTION: This learning package (20 pages) is designed to increase the competence of an educational leader to plan systematically for the improvement of instruction in his school. The package provides step-by-step instruction on designing a program for improvement of instruction. Participants are to choose goals, join a group, and work through the package with the group. An optional sound/filmstrip (12 minutes/69 frames) has been designed to accompany the package.

■ PLANNING THE PROJECTUAL

DISTRIBUTOR: Scott
LEVEL: All
COST: Complete set/$14.00; individual parts: filmstrip/$8.00; cassette/$6.00; and student manual/$2.00
AUDIENCE: Tea.

OBJECTIVES: Produce a series of projectuals for instructional use.

DESCRIPTION: This sound/filmstrip set (47 frames/color) provides instruction in skills needed to plan the production of overhead projectuals. The filmstrip/cassette presents an overview of the topics which are presented more completely in the illustrated student manual (80 pages). Topics covered include: 1) storyboarding, 2) planning individual projectuals, 3) presenting a single concept, 4) using key words, 5) using color, 6) selecting a format, 7) making a layout, 8) using overlays,and 9) evaluating the projectuals.

Part of Series: **Overhead Projection**

■ PLEASURE IS MUTUAL: HOW TO CONDUCT EFFECTIVE BOOK PROGRAMS, Joanna Foster and William D. Stoneback

DISTRIBUTOR: Children's Bk.
LEVEL: E. Ch.
COST: $225.00
AUDIENCE: Tea., Para., Lib.

DESCRIPTION: This film shows the value of good picture book programs for 3 - 6-year-olds and demonstrates the kind of preparation and planning that is needed for such a program. Good picture book programs are shown, as portions of 10 actual programs are conducted by different people in different settings. The problems and pleasures of creating and enjoying with children are pointed out. A paperbound handbook, *How to Conduct Effective Picture Book Programs* (64 pages) may be purchased to accompany the film for $1.95. 16mm/color/24 min.

■ POINT OF VIEW

DISTRIBUTOR: GSA
LEVEL: Mid.
COST: $70.00
AUDIENCE: Tea.
RENTAL: $12.50

DESCRIPTION: This film demonstrates the discovery method as applied to the teaching of English. Louis C. Zahner leads a class of 7th graders to see the implications of point-of-view in writing and speaking. 16mm/b&w/41 min.

■ POND WATER

DISTRIBUTOR: EDC
LEVEL: Elem.
COST: $400.00
AUDIENCE: Tea.
RENTAL: $25.00/3 days

DESCRIPTION: This film shows a 6th grade class in Long Island, New York, exploring an Elementary Science Study (ESS) unit with the support of their teacher. The study begins with a field trip to a nearby pond. The pond life the children collect becomes the subject of intensive study, experimentation, classification, and discussion over the next few weeks in the classroom. Gradually the children sharpen their observations and begin to see relations among the tiny life forms they study with hand lenses and microscopes. They draw what they see, keep records, and make predictions. The following related publications are available: ***A Working Guide to the Elementary Science Study*** ($3.00), ***The ESS Reader*** ($4.00), ***An Interview with Bruce Whitmore*** ($1.00), ***An Interview with Dorothy Welch*** ($1.00), and ***An Interview with Pat Hourihan*** ($1.00). 16mm/color/Part 1: 21 min; Part 2: 19 min.

■ POST-PLACEMENT COUNSELING

DISTRIBUTOR: Kansas; Nat Med. Ctr.
LEVEL: All
COST: Consult Distributor
AUDIENCE: Tea., Coun., Sp. Ed. Tea.

DESCRIPTION: This film features comments from teachers, counselors, employers, and parents of retarded persons, dealing with problems retarded persons face in social and work situations in community living. It also offers suggestions concerning community extension programs, use of leisure time, increased levels of demands based on ability, and problems related to marriage between the mentally retarded. 16mm/color/25 min.

Part V of Series: **Counseling the Mentally Retarded**

■ POSTERS FOR TEACHING

DISTRIBUTOR: McGraw-Hill Films
LEVEL: All
COST: Consult Distributor
AUDIENCE: Tea.

DESCRIPTION: This filmstrip (color) outlines the role of the paster for the teacher in presenting a lesson and for the student in responding to the classroom work. It summarizes the many ways a poster can be used in the teaching program. It also presents the basic characteristics of a poster and procedures for making a poster. It considers arrangement, color, and lettering as they relate to poster design.

Part of Series: **Teaching with Visual Materials**

■ PRACTICING MATHEMATICAL SKILLS

DISTRIBUTOR: GSA
LEVEL: All
COST: $74.00
AUDIENCE: Tea.
RENTAL: $10.00

DESCRIPTION: This film shows how the effectiveness of drill and practice is highly dependent on when it is used and how it is presented. It illustrates suitable materials, use of a computer terminal, techniques for promoting interest, and ways of identifying appropriate items for drill. The film was prepared by the Center for Cooperative Research with

schools of the Pennsylvania State University. 16mm/color/18 min.
Part of Series: **Project on Interpreting Mathematics Education Research**

PRESCRIPTIVE MATERIAL RETRIEVAL SYSTEM

DISTRIBUTOR: Kansas-SEIMC LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

DESCRIPTION: This color sound/filmstrip describes the bibliographic value of the Prescriptive Materials Retrieval System (PMRS) and explains how the system is used. PMRS is designed to assist educational personnel in finding the right materials for the individual learning problem. The teacher begins the process by defining the student's area of learning difficulty, the instructional level of the child, and any special format for instruction the teacher wishes to utilize. By using the "more general to specific" reduction method implicit in the retrieval system, instructional materials may be selected that precisely meet the 3 criteria or definitions developed by the teacher. A film script accompanies the filmstrip. Completion time: 17-3/4 min.

PRESCRIPTIVE TEACHING SYSTEM: INDIVIDUAL INSTRUCTION, Lawrence J. Peter

DISTRIBUTOR: McGraw-Hill Book LEVEL: All
COST: $15.95 AUDIENCE: Tea.

DESCRIPTION: This package contains a text (360 pages), a workbook, and recordbook. It is a series of integrated courses and related practical experiences which are designed to develop the professional abilities necessary to teach normal or disturbed children and remediate behavior and learning problems. The procedures utilized are based on systems analysis, simulation, and instructional technology. Through a series of textbook problems, workbook exercises, and analysis forms, the participant actually develops and puts into practice the skills of analyzing student behavior in learning, diagramming weak areas, and planning and executing learning experiences.

PRESENT IS PROLOGUE

DISTRIBUTOR: NASSP LEVEL: High
RENTAL: Free AUDIENCE: Adm.

DESCRIPTION: This film portrays the past, present, and future role of the secondary school principal. The film is accompanied by a 35-page booklet of the same title. 16mm/color/31 min.

PRINCIPLES OF BUSINESS EDUCATION, Evelyn Brunson

DISTRIBUTOR: North Florida LEVEL: High
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Develop a philosophy of business education based upon principles of good educational theory and upon the practical needs of the business world.

DESCRIPTION: This module (14 pages) provides activities that develop understanding of the principles of business education with attention to the following areas: 1) historical perspectives, 2) levels on which business education should be offered, 3) the presentation of business subjects, 4) the implementation of business education programs, and 5) the role of the business education teacher. Learning activities include: a) attending lectures, b) participating in discussions, c) working in groups, d) developing research techniques, and e) preparing written presentations.

EVALUATION: Each objective is accompanied by a post-assessment and steps for recycling.

PRINCIPLES OF LEARNING

DISTRIBUTOR: GSA LEVEL: All
COST: $40.50 AUDIENCE: Tea.

DESCRIPTION: This film explains 6 principles of learning: motivation, objective, doing, realism, background, and appreciation. The importance of understanding and applying them during all phases of instruction is emphasized. 16mm/b&w/23 min.

PROBING MIND

DISTRIBUTOR: GSA LEVEL: High
COST: $50.25 AUDIENCE: Tea.

DESCRIPTION: This film illustrates the uses of new educational media—films, television, recordings, teaching machines, and well-equipped laboratories in the teaching of high-school science. 16mm/b&w/29 min.

PROBLEM-SOLVING

DISTRIBUTOR: NEA-AIAA LEVEL: Elem.
COST: $12.00 AUDIENCE: Tea.

DESCRIPTION: This package contains an audiotape and 33 color slides. The slides show the steps in teaching the problem-solving approach and outlines diagnostic signs that indicate the procedures are being followed. The audiotape develops a problem-solving situation in the elementary school: a problem concerning flight is developed, and then the class develops gliders to solve the problem.

PROBLEM-SOLVING IMPROVEMENT, Richard W. Samson

DISTRIBUTOR: McGraw-Hill Book LEVEL: All
COST: $26.95; $2.95/text AUDIENCE: All
$12.00/each audiotape

DESCRIPTION: This package consists of a text (224 pages) and 2 audiotapes. These materials provide training in college-oriented and more general problem-solving. The text covers stages of problem-solving, methods of problem-solving, and improved systems of problem analysis and attack. Case studies illustrate practical applications of skills. The 2 audiotapes give 2 simulations of an entire week (one academically-based and the other business-oriented) for further practice in applying most of the problem-solving techniques.

PROBLEM SOLVING IN ELEMENTARY MATHEMATICS, Mary Ann Byrne et al.

DISTRIBUTOR: Georgia LEVEL: Elem.
COST: $.80 AUDIENCE: Tea.

OBJECTIVES: 1) Demonstrate skill in mathematical problem-solving; 2) develop problem-solving strategies; and 3) demonstrate problem-solving skills in teaching performance.

DESCRIPTION: This module (43 pages) consists of 5 parts: 1) **Problem Solving in Mathematics,** 2) **Translations,** 3) **Things to Say When Solving Problems,** 4) **Maxims of Good Problem Solving Instruction,** and 5) **Teaching Problem Solving.** Learning exercises include: a) completing study guides; b) reading supplied narrative and assigned materials; c) solving problems in groups; and d) planning and implementing a problem-solving program in a classroom. An appendix of elementary word problems is provided. (6 pages).

EVALUATION: Posttest consists of a written report on teaching performance.

Part of Series: **Mathematics Education.**

■ PROBLEMS AND REMEDIES

DISTRIBUTOR: Time/Life LEVEL: Elem.
COST: $250 /indiv. films: $1000 /series AUDIENCE: Tea
RENTAL: $30./indiv. films; $125./series

DESCRIPTION: This film states that the limit of reading ability is set by general language proficiency. Children must learn the trick of decoding the printed word, but concentration on this alone will not make a poor reader literate. This film was produced with Keith Gardner, Organizer of Remedial Education at Walsall, England. 16mm/b&w/30 min.

Part of Series: **Mother Tongue**

■ PROCESS STANDARDS

DISTRIBUTOR: N.Y. Ed. Dept. LEVEL: All
COST: Consult Distributor AUDIENCE: All

OBJECTIVES: 1) Demonstrate ability to work together through consensus decisionmaking; 2) demonstrate ability to establish objectives and priorities for a school system; and 3) establish 5 teacher competencies related to the objectives and priorities.

DESCRIPTION: This module cluster (10 pages) consists of 3 modules: 1) **Consensus Decisionmaking** (4 pages), 2) **Objectives and Priorities of a School System** (4 pages), and 3) **Five Competencies That a Teacher Must Possess,** (2 pages). Participants work in groups of 4 representing 4 agencies—colleges, schools, professional associations, and teacher education students. Learning activities include: 1) simulation games and role-playing to develop an awareness of group dynamics; and 2) a problem-solving exercise involving the development of priorities and objectives for the hypothetical school system of Greenblock. Participants make independent decisions first, then they meet with the group to form consensus decisions. Completion time: 3 hours.

EVALUATION: The preassessment consists of a group exercise in consensus decisionmaking on controversial issues. Each module contains evaluative criteria for each objective. The modules have been field tested.

■ PROFESSIONAL SENSITIVITY TRAINING/EDUCATIONAL PSYCHOLOGY, Fred Howe

DISTRIBUTOR: Buffalo TCPC LEVEL: All
COST: No Charge AUDIENCE: All

OBJECTIVES: 1) Increase communication between himself, fellow students, and instructors; 2) use operant and classical conditioning to change behavior and to facilitate attitude formation; 3) explain how people learn concepts and maintain them; 4) recognize personal prejudices; 5) develop understanding of the causes of racial conflict within society and schools; 6) describe the relationship between poverty and students behavior in schools; 7) identify some factors which contribute to teacher and student expectations; and 8) identify physical, social, psychological, and intellectual growth patterns of children and adolescents.

DESCRIPTION: This modular component package consists of 8 module clusters: 1) **Personal Communications** (21 pages/5 modules); 2) **Learning Models** (13 pages/5 modules); 3) **Concept Formation and Maintenance** (20 pages/6 modules); 4) **Prejudice** (15 pages/5 modules); 5) **Education and Race** (12 pages/5 modules); 6) **Poverty and Education** (12 pages/5 modules); 7) **Teacher Expectations** (14 pages/5 modules); and 8) **Growth and Development** (13 pages/3 modules). Learning activities include: a) attending seminars, sensitivity/encounter groups, evening talk sessions with instructor, and group discussions; b) reading assigned materials in psychology texts and handouts (not provided); c) performing sensitivity activities; d) talking with friends, parents, and other people as to their attitudes on certain subjects and how they see the participant; e) viewing the films, *The Victims* and *Who Do You Kill?*; and f) observing and talking with adolescents, their parents, and teachers. Enclosures include: various bibliographic lists, several lists of sensitizing activities, all written preassessments and postassessments, and a reprint of Erikson's "Eight Stages in the Life Cycle of Man" (2 pages).

EVALUATION: Evaluation varies from personal assessment to written tests. All written tests are provided.

■ PROFESSIONAL SEQUENCE GUIDE: HANDBOOK OF INDIVIDUALIZED INSTRUCTIONAL LESSONS FOR PRESERVICE SECONDARY TEACHERS

DISTRIBUTOR: ISU LEVEL: Mid., High
COST: Consult Distributor AUDIENCE: Tea.

DESCRIPTION: This guide (450 pages) contains a series of 5 module clusters which accompany junior participation or teaching internship. The 5 clusters are: 1) **Junior Participation and Strategies for Discipline** (21 pages/4 modules), 2) **Orientation to the Teaching Profession** (56 pages/8 modules), 3) **Secondary School Reading** (144 pages/42 modules), 4) **Curriculum** (38 pages/11 modules), 5) **Planning** (255 pages/17 modules), and 6) **Library, Guidance, and Audiovisual** (56 pages/5 modules). The guide contains data sheets, written exercises and answers, case studies, and reading articles. Activities are outlined for each module and include outside readings, microteaching, viewing audio-visuals, completing exercises, etc.

EVALUATION: Criteria for evaluation are provided for each module. Some self-tests are included.

■ PROGRAMMED INSTRUCTION—THE DEVELOPMENT PROCESS

DISTRIBUTOR: GSA LEVEL: All
COST: $65.00 AUDIENCE: Tea.
RENTAL: $10.00

DESCRIPTION: This film introduces the viewer to the major stages in the development of programmed instructional materials. The primary emphasis is on student tryouts and revisions leading to lasting and influential effects on education. 16mm/color/19 min.

■ PROGRAMMED LEARNING UNIT ON INDIVIDUALIZING LEARNING, Jane Goecks and Ronald Hering

DISTRIBUTOR: Midwest LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Write a unit definition for programmed learning; 2) list 3 benefits and 3 major components of programmed instruction; 3) name 2 main types of programmed instruction with characteristics of each; 4) list 3 requirements of a teaching machine; and 5) list 3 major criticisms of programmed instruction.

DESCRIPTION: This UNIPAC (6 pages) is a self-instructional module which contains a definition of programmed learning. Quest activities include: 1) reading Chapter 10 of *Introduction to Psychology* (Hilgard et al.); 2) examining a study guide for the book; 3) locating additional materials on computerized programs; 4) discussing the use of computerized programs; 5) writing a program for programmed learning; and 6) reading *The Learning Process and Programmed Instruction* (Green).

EVALUATION: No pre- or posttest is provided. A self-test with answer key is included. Module is now being field tested.

■ PROJECT SOLO, Thomas Dwyer

DISTRIBUTOR: INTER/COM LEVEL: High
COST: $160.00 AUDIENCE: Tea.
RENTAL: $35.00/wk.

DESCRIPTION: In this film students demonstrate and react to a new system of individualized computer programs in high school math, physics, and chemistry. The director of the program presents the aims of the project and the roles of staff members and teachers involved. 16mm/color/28 min.

■ PSYCHOLOGICAL STATISTICS, Herbert Terrace

DISTRIBUTOR: ILS LEVEL: All
COST: $12.95 AUDIENCE: Tea.

OBJECTIVES: Demonstrate comprehension and knowledge of psychological statistics.

DESCRIPTION: This individualized program is divided into 15 units with corresponding booklets. Each unit contains modules concerning separate topics with self-instructional materials, progress checks, and practice exercises with answer keys. The module topics are: 1) **Introduction to Statistics**, 2) **Distribution**, 3) **Statistics**, 4) **Probability**, 5) **Binominal Distribution**, 6) **Normal Distribution**, 7) **Correlation**, 8) **Regression**, 9) **Hypothesis Testing**, 10) **Tests Involving Means**, 11) **Confidence Intervals**, 12) **Non-Parametric Statistics I**, 13) **Non-Parametric Statistics II**, 14) **Chi-Square and F Distributions**, and 15) **Analysis of Variance**. The course also includes an Instructor's Manual and 2 alternative forms of tests with answer keys.

EVALUATION: Self-evaluation and assessment by course instructor on course and unit tests.

■ PSYCHOLOGICAL THEORY AND ITS IMPLICATIONS FOR INSTRUCTIONAL EFFORTS, Howard L. Jones and Wilford A. Weber

DISTRIBUTOR: Houston Tea. Cen. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Contrast phenomenological and stimulus-response learning with respect to motivation, use in the classroom, and outcomes in learner; 2) identify or construct assessment instruments for obtaining data about the self-concept of pupils and/or about the affective relationship between pupils and participant; 3) demonstrate that as a result of interaction with pupils there is increased positive affective growth of pupils or there is increased positive affective relationship between pupils and participant; 4) define and give examples of conventional terms applied to Piagetian theory; 5) administer Piagetian tasks to representative pupils; and 6) identify topics and teaching strategies useful when working with pre-operation, concrete-operation, and formal operation children.

DESCRIPTION: This module cluster contains these modules: 1) **Phenomenological Learning** and 2) **Piaget and Education**. These modules acquaint students with certain aspects of psychological theory and its implications for instructional efforts. Enabling activities include: 1) reading provided material; 2) viewing slide-tape presentations; and 3) participating in discussion sessions.

EVALUATION: Preassessment tests are provided for these modules and call for performance of required behavior before the completion of enabling activities. The postassessment test for module 1 evaluates competencies at cognitive, performance, and consequential levels. Module 2 evaluates competency at both cognitive and exploration levels.

■ PURPLE TURTLE

DISTRIBUTOR: ACI LEVEL: E. Ch.
COST: $160.00 AUDIENCE: Tea.

DESCRIPTION: This film captures the events which transpire during an art period in a kindergarten class; the activities of the children, their comments and discussions, their deep involvement, their encounters with the teacher, and the results of their work. The film demonstrates that an art experience can be an important means for the child to discover and explore the physical world as well as the less tangible world of ideas and emotions. The film also reveals the highly personal nature of the art experience (each child pursues his goals in his own way), and discloses the sense of self identity which the child is able to achieve as a result of the experience. 16mm/color/14 min.

■ PUTTING AN INSTRUCTIONAL PACKAGE (LAP) TOGETHER, W. Kalenius and R. Latta

DISTRIBUTOR: WWSC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) State in writing the 3 critical prerequisites that a novice Learning Activity Package (LAP) author must possess to put a package together into a completed document; 2) list the proper sequence of the 7 major components which constitute a minimal LAP; 3) define all the components of a LAP; and 4) put together a LAP with a minimum of 7 components.

DESCRIPTION: This 28-page Learning Activity Package (LAP) #7 describes the components of a LAP and details methods for assuring proper sequencing. The participant reads narrative material provided and completes practice exercises. Results of the pretest and a prescription table route the participant through the module. Appendices include lists of enrichment materials and application exercises — writing a LAP and evaluating it with enclosed forms (3 pages). Completion time: 6-20 hours.

EVALUATION: The pretest and posttest are required and provided. Answer keys, evaluative criteria, and steps for remediation are provided.
Part of Series: **PAL System**

■ PUTTING NEW EXCITEMENT INTO SCHOOL PICTURES

DISTRIBUTOR: NEA-AECT LEVEL: All
COST: $11.00 AUDIENCE: Tea.

DESCRIPTION: This color filmstrip with accompanying 33-1/3 rpm record presents a colorful program to inspire school publication staffs and their faculty advisors to create more and better pictures for school newsletters, yearbooks, and similar printed materials. It gives how-to suggestions and outlines the educational benefits resulting from such a program.

QUALITIES OF MOVEMENT

DISTRIBUTOR: UEVA LEVEL: Elem.
COST: $215.00 AUDIENCE: Tea.

DESCRIPTION: This film visually dramatizes what movement education pioneer Rudolph Laban defined as the "qualities of movement." The film makes a distinction between the term "quality" as generally understood in gymnastics and other sports and the "qualities" of movement as defined by the originator of movement education. 16mm/color/27 min.

Part of Series: **Movement Education**

■ QUESTION UPGRADING IMPROVEMENT PACKAGE, Bruce McMillan et al.

DISTRIBUTOR: Panhandle LEVEL: All
COST: $6.95 AUDIENCE: Tea.

OBJECTIVES: Categorize 50 representative questions into 7 classifications identified in *Florida Taxonomy of Cognitive Behavior* with 70% proficiency.

DESCRIPTION: This B-2 module (22 pages) assists participant in recognizing high order questions. A score of 35 correct responses on pretest allows participant to bypass module. Activities include: 1) reading *Classroom Questions: What Kind* (Sanders) and *Florida Taxonomy of Cognitive Behavior*; and 2) viewing filmstrips and listening to audiotapes. Module cost includes filmstrips — *Quip 1* ($1.50), *Quip 2* ($1.50), *Quip 3* ($1.50) — and audiotape *Quip* ($2.00).

EVALUATION: Pencil-and-paper pretest with answer key; pencil-and-paper posttest with answer key requires 70% accuracy.

■ QUESTIONING, Richard Servey

DISTRIBUTOR: C.S.U.-San Diego LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Devise and use stimuli that initiates discussion to establish learning readiness; 2) develop and use effective strategies in verbal stimuli; 3) develop, use, and test effective strategies for student generalizations, and 4) compose and use verbal stimuli of highest order of thinking to facilitate learning.

DESCRIPTION: This module cluster (36 pages) is composed of our modules: 1) **What's For Starters?**; 2) **Let's Go Somewhere**; 3) **True? Really?**; and 4) **Playing Your Aces**. Each module contains: a) pre- and postassessments, b) objectives, c) instructional alternatives, and d) a module checklist. Intern may take pretest to determine selection of alternatives or complete all of them. Completion time: 1) 7-1/2 hrs., 2) 10 hrs., 3) 6-1/2 hrs., 4) 7-1/2 hrs.

EVALUATION: Each module contains pencil-and-paper pre- and postassessments with answer sheets included.

■ QUESTIONING SKILLS

DISTRIBUTOR: Idaho LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Formulate questions in the 4 categories and use them to evoke specific kinds of responses; and 2) develop questioning strategies.

DESCRIPTION: This Learning Activity Package # 2 (LAP), 19 pages, develops skill in asking questions that promote learning, rather than requiring specific information. Activities are provided to develop each of the above objectives: 1) reading the materials enclosed in the package on: a) "Questioning Categories," b) "Question Types," and c) "Implication for Instructions of Various Thought Operations in the Classroom"; 2) mini-teaching to classmates a 5-minute lesson that will demonstrate knowledge of question types and strategy; 3) completing exercises in the module on categorizing and developing questions; and 4) viewing General Learning films: a) *Fluency in Asking Questions*, b) *Probing Questions*, c) *Divergent Questions*, and d) *Higher Order Questions*.

EVALUATION: Mini-teaching will be judged by group members. Final evaluation is by the instructor on how well the student meets module criteria.

■ QUEST UNDER PRESSURE: THE QUEST FOR QUALITY AND EQUALITY, George Giles and Emanuel Hurwitz

DISTRIBUTOR: IDI LEVEL: All
COST: $39.95 AUDIENCE: Adm., Sup., Tea.

DESCRIPTION: In this cassette series, George Giles and Emanuel Hurwitz discuss some of the pressures under which schools are operating and some of the problems facing education: equal education of women, child care, alternatives to public education, the relation of education and government, poverty and affluence in school systems, the interaction of schools and racial/ethnic groups, and accountability. The following topics are covered in the 5 cassettes (2 sides each): 1) *Working Mothers and Child Care: The School's Responsibility*, 2) *Equal Education for Women: The School's Role*, 3) *Alternatives to the Public Schools*, 4) *Consequences for the Schools of the Changing Status of Racial and Ethnic Groups*, 5) *Effects of the Changing Federal-State-Local Power Relationship on Education*, 6) *The Environment Crisis and Education*, 7) *Affluence and Poverty: Closing the Gap between Urban Schools*, 8) *Resources for Parochial Schools: The Continuing Struggle*, 9) *The Quest for Educational Accountability*, and 10) *Accountability through the Voucher System*. The set is contained in a vinyl album.

■ QUIET ONE

DISTRIBUTOR: McGraw-Hill Films LEVEL: Elem., Mid.
COST: $400.00 (5-year lease) AUDIENCE: All
RENTAL: $25.00

DESCRIPTION: This film presents the story of an unloved child lost in loneliness who drifts into delinquency. The film provides insight into: 1) the nature of children, 2) the relationship between parental attitudes and child behavior, 3) methods and approaches for understanding and rehabilitating these children, and 4) the causes and effects of juvenile delinquency. This film is the winner of numerous awards. 16mm/b&w/68 min.

■ QUIET TOO LONG

DISTRIBUTOR: NEA-Sound LEVEL: All
COST: $35.00 AUDIENCE: Tea., Adm., Sup.

DESCRIPTION: This film, narrated by David Wayne, discusses the reasons today's teachers are militant in their efforts to secure proper school facilities, particularly in deprived areas. John Uram and Bill Adams reflect the new militancy among teachers. In scenes in the classroom, on the streets, in budget meetings, and at a space center, the film shows why the new breed of teacher is determined to persuade citizens and local politicians of the need for an adequate school budget. 16mm/b&w/29 min.

■ RAFE

DISTRIBUTOR: NEA-Sound LEVEL: Elem.
COST: $55.00/color; $25/b&w AUDIENCE: Tea., Coun., Psych.

DESCRIPTION: This film shows Rafe, a gifted boy suffering from the effects of poverty and cultural deprivation. At home he has no books, no place to study, and no encouragement. Upon entering school, the teacher and school psychologist diagnose his giftedness. He is given the chance to use a variety of materials, to experiment with different methods, to read extensively, to work at his own pace, and to satisfy his curiosity. The film is open-ended as to what will actually become of Rafe. 16mm/b&w/color/20 min.

■ RATIONALE IN THEORY AND PRACTICE FOR TEACHING SCIENCE IN THE ELEMENTARY SCHOOL, Robert W. Fitzmaurice

DISTRIBUTOR: Glass T.C. LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Write a behavioral objective for an elementary school science lesson and subsequently teach the lesson such that the instructional activities develop the objective; and 2) teach a sequence of elementary school science lessons.

DESCRIPTION: This module cluster (4 pages) consists of 2 modules (TSES: 002.01-.02): 1) **Behavioral Objectives: Teaching Science in the Elementary School** and 2) **Teaching for Scientific Literacy.** Each module contains instructional objectives, preassessment procedures, instructional activities, postassessment procedures, and remediation. Instructional activities include: 1) reading chapters in *Developing Children's Thinking Through Science* (Anderson et al.); b) meeting with instructor; c) writing objectives; d) planning lessons; e) attending workshop on "Scientific Literacy"; and f) teaching science lesson.

EVALUATION: Preassessments consist of interviews with the instructor. Postassessments include interviews and observation of student performance.

■ REACHING AND TEACHING CULTURALLY DEPRIVED CHILDREN, Thomas J. Edwards

DISTRIBUTOR: IDI LEVEL: E. Child., Elem.
COST: $39.95 AUDIENCE: Tea.

DESCRIPTION: This cassette series helps teachers relate and work with minority-group children whose experience and background are different from the average teacher's experience and background. Thomas Edwards, the narrator, reviews the characteristics of culturally different children and suggests specific teaching methods and materials. The topics in the 5 cassettes are divided into 2 categories — **Reaching** and **Teaching.** The **Reaching** cassettes cover the following topics: 1) *Experience, Mediation, and Concept Development,* 2) *Oral Language, Cognitive Power, and Reading,* 3) *Salvaging the Salvageable—A Case Study from Experience,* 4) *The Language-Experience Attack on Cultural Deprivation,* and 5) *Psycho-Social Factors in Cultural Deprivation.* The **Teaching** cassettes cover the following topics: 1) *Using Questions as a Teaching Technique,* 2) *Goal Setting as a Motivator,* 3) *Contrasting Methodologies in the Teaching of Language Arts,* 4) *The Teacher's Conscious Use of Self in the Classroom,* and 5) *The Learning Center—A Place for Deprived Children, Pros and Cons.* The set is contained in a vinyl album.

■ REACHING OUT: THE LIBRARY AND THE EXCEPTIONAL CHILD

DISTRIBUTOR: Conn. Films LEVEL: Elem., Mid.
COST: $225.00 AUDIENCE: Sp. Ed. Tea., Lib.

DESCRIPTION: This film shows how the library can reach out to exceptional children and help them. Various children with handicaps are shown as they respond to books and other materials. The film outlines the organization of this service as developed in the Public Library of Cincinnati and Hamilton County. Types of materials, choice of books, and presentation techniques are matched to the special needs of each handicap presented: a) the blind, b) the deaf, c) the educable and trainable mentally retarded, d) the socially and emotionally maladjusted, e) the physically handicapped, and f) the homebound and hospitalized. 16mm/color/25 min.

■ READINESS FOR READING

DISTRIBUTOR: McGraw-Hill Films
COST: $230.00 LEVEL: E. Ch. Elem.
RENTAL: $15.00 AUDIENCE: Tea.

OBJECTIVES: 1) Explain and develop, through varied activities, 5 of the major areas of readiness for reading; and 2) design a reading program considering individual differences.

DESCRIPTION: This film illustrates 5 of the major areas of readiness in a beginning reading program: 1) perception readiness, 2) experiential readiness, 3) language readiness, 4) interest readiness, and 5) social-emotional readiness. The film focuses on Larry as he is involved in activities which develop skills in each of these areas. Developmental activities shown are: using clay, puzzles, and the Feel Box; taking a field trip to the dairy; visiting the library; producing a puppet show; painting; and exploring library books at storytime. A discussion guide accompanies the film. 16mm/color/18 min.
Part of Series: **Teaching Reading**

■ READING: A LESSON IN TEACHING

DISTRIBUTOR: UEVA LEVEL: Elem.
COST: $250.00 AUDIENCE: Tea.

DESCRIPTION: This film presents a demonstration lesson in techniques for teaching reading and language arts. The lesson is based on a story called "Horace the Happy Ghost." The teacher uses creative play and dramatization of the story to motivate and interest the pupils. She relates the ghost story to the children's real experiences and draws from them interesting responses to her questions. After discussing consonant sounds of "gh" antonyms and words to describe ghost, the students practice silent and oral reading and assigned independent activities. 16mm/color/25 min.

■ READING AND WRITING

DISTRIBUTOR: Time/Life LEVEL: Elem.
COST: $250./indiv. film; $1000./series AUDIENCE: Tea.
RENTAL: $30. /indiv. films; $250/series

DESCRIPTION: This film presents the idea that a child who will turn to books for pleasure and information and who has ideas he wishes to communicate and make permanent in written form is a child who learns naturally to read and write. Doris Nash—Headmistress of Seamills Infant School, Bristol, England—discusses this aspect of a child's development. 16mm/b&w/30 min.
Part of Series: **Mother Tongue**

■ READING: DIAGNOSING NEEDS

DISTRIBUTOR: McGraw-Hill Films LEVEL: Elem.
COST: $215.00 AUDIENCE: Tea.
RENTAL: $12.50

OBJECTIVES: Use various techniques for diagnosing reading abilities and needs.

DESCRIPTION: This film shows one teacher as she researches all available sources in diagnosing the reading needs of her new second grade class. She is shown using the following sources of information: 1) cummulative record cards, 2) health record card and conference with the school nurse, 3) conferences with students' previous teachers, 4) conferences with the students, and 5) conferences with the parents, both in individual meetings and at a parents' night in the classroom. A discussion guide accompanies the film. 16mm/color/17 min.
Part of Series: **Teaching Reading**

■ READING: DIRECTED LESSONS

DISTRIBUTOR: McGraw-Hill Films LEVEL: Elem.
COST: $170.00 AUDIENCE: Tea.
RENTAL: $15.00

OBJECTIVES: Use the basal reader program effectively.

DESCRIPTION: This film presents the rationale for use of basal readers and related materials. Through the presentation of classroom activities, it outlines and demonstrates the skills involved in directed reading lessons: 1) proper motivation, 2) introduction of new vocabulary, 3) guided silent reading, 4) meaningful discussion, 5) linguistics and word-attack skill development, 6) enrichment activities, 7) opportunities for creative expression and interpretation, and 8) a variety of evaluation techniques. A discussion guide accompanies the film. 16mm/color/14 min.
Part of Series: **Teaching Reading**

■ READING: GROUPING FOR INSTRUCTION

DISTRIBUTOR: McGraw-Hill Films LEVEL: Elem.
COST: $215.00 AUDIENCE: Tea.
RENTAL: $12.50

OBJECTIVES: Group students effectively for reading instruction.

DESCRIPTION: This film describes various systems of grouping for reading instruction and shows a teacher applying each grouping system in her classroom. Types of grouping examined are: 1) achievement grouping, 2) interest grouping, 3) project activity grouping, and 4) special skills or needs grouping. The film emphasizes the need for flexibility in grouping and teacher-librarian cooperation in reading development. A discussion guide accompanies the film. 16mm/color/17 min.
Part of Series: **Teaching Reading**

■ READING METHODS

DISTRIBUTOR: St. Scholastica LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Given the content areas, together with methods and procedures of the reading methods program, transmit skills and knowledges to pupils who in turn will be able to demonstrate ability in performances which are observable and measurable.

DESCRIPTION: This module (20 pages) consists of a series of projects from which students select, based on the grade they desire. Projects included are: 1) **Reading: What Is It?**, 2) **Historical Perspectives of American Reading Instruction**, 3) **Language: As It Is Related to Reading**, 4) **Readiness for Reading: The Concept**, 5) **Readiness for and Beginning Reading: The Method**, 6) **Word Recognition: Context Clues**, 7) **Word Recognition: Phonic Analysis**, 8) **Word Recognition: Structural Analysis**, 9) **Idea File**, 10) **Commercial Materials Available for Teaching Word Recognition Skills**, and 11) **Evaluating Children's Oral Reading Miscues.** Required activities for a grade of "C" include: a) read selections on resource lists, b) write a paper defining reading, c) conduct a force/field analysis of factors affecting readiness, d) design evaluation charts of readiness games and toys, e) discuss in groups the use of context clues, and e) analyze teachers manuals on the basis of phonic generalizations and structural analysis generalizations. Optional activities required for a grade of "A" or "B" include: a) develop a card file of ideas, activities, and games to use for reading and readiness skill development; b) microteach with 3 or 4 children using a game or kit, videotaping lesson and evaluating it with instructor; and c) code the oral reading miscues of 3 recordings of children's readings. Resource lists of texts and periodicals are provided for each project. Other resources required, but not provided, are: basal readers, Silvoroli Informal Reading Inventory Sheets, and 3 audiotapes of children's oral reading. The following enclosures are included in the module: "Phonic Analysis Generalization Chart," "Structural Analysis Generalizations Chart," "Reading Miscue Inventory Guide," and "Code Sheet for Marking Oral Reading Miscues." Completion time: 1 semester.

EVALUATION: Two paper-and-pencil tests are required but are not provided. Evaluative criteria are outlined for each project, consisting of instructor evaluation of projects, discussions, written papers, and teaching demonstrations.

■ READING METHODS, Monica Murphy

DISTRIBUTOR: C.S.U.-San Diego LEVEL: Elem., Mid.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Demonstrate knowledge of: 1) reading process, listing skills needed by a reading teacher; b) assessment, needs of child, and selection of instructional activities; c) Sucher-Allred's word recognition test and Oral Reading Paragraphs; d) phonic and structural word analysis; e) word analysis survey to diagnose skill needs of children; f) development of reading vocabulary and selection of materials and procedures to improve children's sight and meaning vocabulary; g) 3 basic levels of comprehension and types of questions to aid in comprehension; h) criteria to evaluate oral reading activities and justifiable oral reading experiences; i) basic instructional and enrichment materials for use in reading programs; j) selection of appropriate reading material based on children's interests; and k) estimated reading level of library and content area textbooks.

DESCRIPTION: This module cluster (133 pages) contains 11 modules: 1) **Developing a Definition of Reading**; 2) **Assessing and Developing Readiness for Reading**; 3)

Using Informal Diagnostic Tests to Examine Reading Skills; 4) **Basic Knowledge about Phonic and Structural Analysis;** 5) **Diagnosing and Teaching Word Analysis Skills;** 6) **Developing Reading Vocabulary;** 7) **Developing Comprehension Through Questioning;** 8) **Oral Reading;** 9) **Selecting Appropriate Reading Materials;** 10) **Reading Interests of Children; and 11) Estimating Readability.** Each module contains pre- and postassessments, instructional objectives, and learning alternatives for each objective.

EVALUATION: A written pre- and postassessment is required and included for most of the modules. Some also require instructor conference for final evaluation.

■ REALITIES OF BLINDNESS

DISTRIBUTOR: Campbell LEVEL: All
COST: $210.00 AUDIENCE: Tea., Par.
RENTAL: Free to interested groups

DESCRIPTION: This film presents the true nature of blindness in a documentary film produced at the Perkins School for the Blind in Watertown, Massachusetts. Some of the history of this first blind school in America since its beginnings in 1832 is presented. In addition to learning their A,B,C's, the 300 blind and deaf-blind boys and girls from kindergarten through high school are learning the many additional things a blind child must know—such as braille, how to travel independently using a cane, and how to minimize the limitations of blindness. Many activities are shown accompanied by comments by teachers and students. 16mm/color/29 min.

■ RECENT EDUCATIONAL INNOVATIONS

DISTRIBUTOR: Doane LEVEL: All
COST: Consult Distributor AUDIENCE:Tea.

OBJECTIVES: 1) Devise and explain recent educational innovations, such as minicourse teaching, microteaching, pair learning, open classroom, environment management, team teaching, differentiated staffing, flexible scheduling, and computer-based instruction.

DESCRIPTION: This Depth Packet # 14 (9 pages) is designed to familiarize the participant with several educational innovations and the attitudes and methods necessary to institute them. Learning activities include: 1) reading suggested periodical articles and texts, including *Future Shock;* 2) working through pamplets on contracting with another student; 3) developing a course outline for an elective to be presented as a series of minicourses; 4) microteaching a concept; 5) teaching another student about one of the optional objectives—discussing the institution of an innovation in a system; and 6) developing performance contracts for 2 optional student activities. (Contract form provided in the module.)

EVALUATION: Preassessment is optional and consists of a conference with the instructor. The Proficiency Assessment consists of instructor-evaluation of student's performance on selected objectives.

■ RECOGNITION AND REMEDIATION OF DISORDERS RELATING TO INADEQUACY IN SENSORY PROCESSING, Bette Joe Davis and Ron Britton

DISTRIBUTOR: IUPUI-T.C. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Perform item analysis of different types of ability tests; 2) using item analysis method, relate children's test performance to learning abilities and disabilities involved in solving tasks; and 3) synthesize test information in terms of learning strengths and weaknesses of children tested.

DESCRIPTION: This module cluster (9 pages) consists of 3 modules: 1) **Use of Ability Tests,** 2) **Descriptive Process,** and 3) **Synthesizing of Test Information.** The modules train interns to think of teaching-learning paradigm in terms of children's abilities necessary to perform skills. Each module contains objectives and learning activities. Estimated time for completion: 25 hours.

EVALUATION: Pretest is provided for cluster and posttest for **Descriptive Process** module.

■ RECOGNIZING AND OBTAINING ATTENDING BEHAVIOR, Ronald E. Peake and Jeff A. Pyatte

DISTRIBUTOR: Panhandle LEVEL: All
COST: $.40 AUDIENCE: Tea.

OBJECTIVES: 1) Define and give examples of attending behavior; 2) give examples of techniques for obtaining attending behavior; 3) prescribe techniques for attending behavior in situation lacking it: and 4) achieve attending behavior in simulated situation by using colleagues to act out one of 6 situations where it is lacking.

DESCRIPTION: This B-2 self-instructional module (23 pages) assists participant in acquiring knowledge and skills for detecting non-attending behavior and changing it. Each objective is listed with procedures and evaluation. Supplementary suggested text is *Conflict in the Classroom* (Long, et al.).

EVALUATION: Pencil and paper pre- and posttests are included with answer sheets for pretest. Posttest is checked by module contents and instructor.
Part of Module Cluster: **Classroom Procedures**

■ RECOGNIZING FACTS, CONCEPTS AND GENERALIZATIONS IN THE SOCIAL STUDIES, Anna S. Ochoa

DISTRIBUTOR: Florida LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Given a reading selection from a middle school social textbook: 1) identify the key generalization that is embodied in the reading; and 2) identify the concepts and facts that are related to the key generalization.

DESCRIPTION: This self-instructional module (34 pages) develops the skills necessary to differentiate between facts, concepts, and generalizations. A flowchart directs the participant through the alternatives of the module. Enabling activities include: 1) reading narrative materials regarding the definitions of facts, concepts, and generalizations; and 2) completing exercises on selecting these 3 components from prepared instructional materials.

EVALUATION: A diagnostic test is provided to route the participant through the module. (Answer key is provided.) Self-checks are provided for each enabling activity. The preassessment and postassessment are provided and consist of objective tests.

■ RECORDER

DISTRIBUTOR: ACI LEVEL: All
COST: $150.00 AUDIENCE: Tea.

DESCRIPTION: This film describes the potentials of the recorder as a basic instrument for music instruction — ease in handling, simple to play, suitable for teaching basic music elements and techniques, and ease of adapting to musical styles and forms. The film presents two classrooms where the recorder is being used: 1) an elementary class engages in their first lesson and plays a song by the end of class; and 2) a high school group is challenged by a consort group using four types of recorders. 16mm/color/12 min.

■ RECORDING TEACHER AND PUPIL VERBAL INQUIRY BEHAVIORS IN THE CLASSROOM: A TECHNICAL MANUAL FOR OBSERVERS, John R. Anderson and Richard M. Bingman

DISTRIBUTOR: McREL LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Sup.

OBJECTIVES: 1) Observe and record teacher and pupil verbal inquiry behaviors using McREL's *Cognitive Operations Monitored in the Classroom* (COMIC) instrument.

DESCRIPTION: This manual (42 pages) consists of 3 sections and 2 appendices: 1) **Cognitive Operations Monitored in the Classroom (COMIC): An Overview;** 2) **Coding Scheme for Cognitive Operations Monitored in the Classroom;** 3) **Ground Rules for Use While Coding Teacher-Pupil Verbal Behaviors;** 4) **Appendix I: Estimation of Reliabilities of Two Classroom Systems: Interaction Analysis and COMIC;** and 5) **Appendix II: Summary of Categories for Interaction Analysis.** The systems of analysis described combines COMIC which measures the cognitive nature of classroom inquiry and Flander's system of analysis which measures the amount of self-directed pupil classroom experiences. This recording system can be used in large teacher-centered groups, as well as with small student groups. The manual provides text material on the categories and rationale of the system; it develops the coding system in detail demonstrating it with examples.

■ REINFORCEMENT, Ouida Ploeger

DISTRIBUTOR: Dallas LEVEL: All
COST: $.80 AUDIENCE: Tea.

OBJECTIVES: Apply the principles of reinforcement in the classroom by analyzing inappropriate behaviors, using negative reinforcement of this behavior, and reinforcing positive alternative behavior.

DESCRIPTION: This module (18 pages) instructs the learner on principles of reinforcement and their application. Enabling activities include: 1) viewing the film, *Reinforcement Theory for Teachers;* 2) reading the programmed booklet, *Reinforcement Theory for Teachers* (Madeline Hunter) and enclosures in the module; 3) observing student behavior in a classroom and writing a paper which identifies inappropriate behavior and alternative behaviors with proper means of reinforcement; 4) working with a child in correcting inappropriate behavior, evaluating the effectiveness of the reinforcer used in facilitating learning; and 5) discussing with instructor the results of working with the child. A flowchart directs the participant through the module. The module contains readings on reinforcement, shaping behavior, and changing behaviors; also included is an article "Improving Behavior" (Hunter and Carlson).

EVALUATION: Preassessment consists of completing self-evaluation checklist and a self-test contained in the programmed text. Self-tests and conferences with the instructor route the user through the module. Postassessment is a written self-test which is included in the module. Criteria for evaluation are provided.

■ REINFORCEMENT, Ronald E. Peake and Jeff A. Pyatte

DISTRIBUTOR: Panhandle LEVEL: All
COST: $.45 AUDIENCE: Tea.

OBJECTIVES: 1) Define and give examples of positive and negative reinforcement and extinguishing (no reinforcement); 2) identify examples as positive, negative, or extinguishing, giving behavior and reinforcement for each; 3) define scheduling and write schedule of reinforcement; and 4) achieve positive and negative reinforcement and extinguishing in classroom or simulated situation.

DESCRIPTION: This B-2 self-instructional module (27 pages) assists participant to achieve knowledge and skills that aid in establishing and maintaining a reinforcing environment. Each objective is listed with procedures and evaluation. Suggested readings are *Reinforcement* (Hunter) and *Classroom Discipline* (Madsen and Madsen).

EVALUATION: Pencil and paper pre- and posttests plus answer sheet for objective No. 2 are included.

Part of Module Cluster: **Classroom Procedure**

■ REINFORCEMENT PRINCIPLES FOR ELEMENTARY CLASSROOM USE, George Brent

DISTRIBUTOR: Glass T. C. LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Define basic operant terms; 2) state basic operant principles; 3) read operant measurement charts; and 4) use operant principles and measurement in elementary classrooms with both social and academic behaviors.

DESCRIPTION: This module cluster (TTP-001) consists of 13 modules: 1) **Defining Operant Terms,** 2) **Basic Operant Principles,** 3) **Analysis of Behavior in Operant Terms,** 4) **Operant Measurement Techniques,** 5) **Recording Operant Behaviors,** 6) **Specifying the Situation in Which Measurement Takes Place,** 7) **Examples of Operant Studies,** 8) **Writing Instructional Objectives,** 9) **Classroom Measurement of Social Behavior,** 10) **Classroom Measurement of Academic Behavior,** 11) **Modification of Social Behavior,** 12) **Modification of Academic Behavior I,** and 13) **Modification of Academic Behavior II.** The participant confers with instructor upon beginning each module and is given the option of taking the preassessment and moving to the next module upon satisfactory completion or following the module step-by-step. Each module consists of objectives, preassessment, instructional activities, and a postassessment. Materials used in the cluster are: *Managing Behavior* Parts 1 - 3 (Hall), *Managing Behavior* Part 5 (Wheeler & Fox), and an article, "Experimental Field Studies at the Level of Data and Emperical Concept" (Bijou et al.). A booklist and appendices on additional resources of films and audiotapes are provided.

EVALUATION: Conferences with instructor and postassessments provide evaluation for each module. No criteria are provided.

■ REINFORCEMENT THERAPY

DISTRIBUTOR: Nat. Med. Ctr. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Sp. Ed. Tea.

DESCRIPTION: This film (M-2066-X) presents research on behavior modification through reward reinforcement learning or operant conditioning. It demonstrates the effectiveness of the procedure on emotionally disturbed children and adults and on the mentally retarded. 16mm/b&w/45 min.

■ RELATION OF OBJECTIVES TO INSTRUCTIONAL MODELS, Robert P. O'Reilly, William P. Gorth, and Richard G. Allan

DISTRIBUTOR: Massachusetts LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Sup., Adm.

OBJECTIVES: Given statements on the relationship of instructional models, match these statements to the appropriate instructional model.

DESCRIPTION: This 6-page module (SPPED-1800) presents the factors one must consider in choosing course objectives as they relate to instructional models. The package consists of a brief study assignment (included in the module) followed by an exercise. Answers to the exercise are provided.

■ RELATIONS

DISTRIBUTOR: Indiana MEDC LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Demonstrate understanding of the reflexive property; 2) given a relation and a set on which it is defined, determine whether the relation is symmetric or transitive; 3) determine if a given relation is an equivalence relation; 4) graph a relation; 5) place members of a set in their proper equivalence classes; 6) recognize examples of relations in elementary math curriculum; and 7) develop a sequence of questions that develop characteristics of relations without formally teaching relations.

DESCRIPTION: This module (14 pages) examines the reflexive property, equivalence relations, and equivalence classes. Activities include: 1) reading materials in *Theory of Arithmetic* (Peterson & Hashisaki) and *Elementary Mathematics for Teachers* (Kelley & Richert); 2) completing worksheets individually and in groups (worksheets are provided in module); 3) participating in a *Partitioning Game;* 4) working with Cuisenaire rods; and 5) developing questioning strategy for teaching 3 relations in an elementary class at a grade level of participant's choice. Several supplementary readings are listed.

Part of Series: **Mathematics Methods Program**

■ RELATIONSHIP OF INDUSTRIAL ARTS TO OCCUPATIONAL EDUCATION

DISTRIBUTOR: NEA-AIAA LEVEL: All
COST: $160.00 AUDIENCE: Adm., Tea.
RENTAL: $20.00

DESCRIPTION: This film shows a discussion by leaders of the American Industrial Arts Association and the American Vocational Association and by exponents of both industrial arts education and vocational education. They discuss problems and solutions for achieving a dialogue between the 2 subject areas.

■ REMARKABLE SCHOOLHOUSE

DISTRIBUTOR: McGraw-Hill Films LEVEL: All
COST: $325.00 AUDIENCE: All
RENTAL: $18.00

DESCRIPTION: This film examines the education explosion—increasingly overcrowded classrooms, shortages of teaching personnel, and the wide range of individual student differences in learning ability. The film presents a survey of technological innovations in elementary and junior high school instruction. In addition, it defines in broad outlines the role of machines in the educational system and demonstrates the increased student involvement which results from the new hardware—computers, television, educational games, etc. 16mm/color/25 min.

■ REPORT

DISTRIBUTOR: U. of Calif. EMC LEVEL: All
COST: $320.00 AUDIENCE: Tea., Adm.
RENTAL: $20.00

DESCRIPTION: This is a documentary report on an experimental political science course at the University of California at Berkeley. The class, consisting of students and faculty members, endeavored to improve understanding between educators and their students. The film entails: a) classroom discussions, b) individual interviews with course participants, and c) comments of instructors. The film also follows in detail the class project of producing a film to probe the expression of the idea of freedom. Assessment of the course is presented by the instructors and course participants. 16mm/b&w/65 min.

■ RESEARCH, Robert Arends

DISTRIBUTOR: Buffalo G.P. LEVEL: All
COST: No Charge AUDIENCE: Tea., Sup.

OBJECTIVES: 1)Read educational research with a fair degree of sophistication; 2) design a research proposal at an elementary level; 3) use proficiently research terminology and a number of data gathering devices; 4) establish competence in the reading and writing of the 3 main types of research—historical, descriptive, and experimental; and 5) write the first 3 chapters of a research paper.

DESCRIPTION: This modular component package consists of 4 module clusters: 1) **Statistics** (8 pages/6 modules); 2) **Research Terminology and Instruments** (10 pages/4 modules); 3) **Types of Studies** (7 pages/3 modules); and 4) **Research Paper** (7 pages/5 modules). Learning activities include: a) attending lecture sessions; b) reading assigned articles and handout materials (some included in modules); c) attending laboratory sessions, performing exercises in constructing and computing graphs, tables, centiles, and correlations; d) viewing pictograph materials with audiotapes (not provided); e) attending seminars; f) designing a questionnaire, testing it on a class, and performing mini-study with it; g) designing an instrument utilizing sociometry; h) analyzing standardized tests and inventories; i) writing proposals for a historical study, a descriptive study, and experimental research; j) reviewing in writing a historical study, a descriptive study, a dissertation, and research studies; k) conferring with instructor; and l) writing a research paper. Enclosures in the modules are "Terms in Research" (4 pages) and "Suggestions for Preparing Summaries of Research Studies" (2 pages).

EVALUATION: Criteria for evaluation are provided. Means vary from paper-and-pencil tests to instructor-evaluation of projects and written reports.

■ RESEARCH WITH DISADVANTAGED PRESCHOOL CHILDREN

DISTRIBUTOR: Kansas LEVEL: E. Ch.
COST: Consult Distributor AUDIENCE: Tea., Coun.

DESCRIPTION: The film describes a program designed to develop and investigate child behavior, particularly language behavior. What skills the children need in preparation for success in the public school system are determined with particular emphasis on what skills can be taught to disadvantaged children in the course of a 3-hour preschool day during 1 school year. The objectives of the work is to bring about those behavioral changes necessary to give the children a real chance for success in the public school system. 16mm/color/10 min.

■ REWARDS AND REINFORCEMENTS

DISTRIBUTOR: Indiana LEVEL: E. Ch. Elem.
COST: Consult Distributor AUDIENCE: Tea., Coun., Sp. Ed. Tea.

DESCRIPTION: This film outlines and demonstrates the 4 stages of motivating students through rewards and reinforcements: 1) classify desired behavior; 2) break down behavior into small steps; 3) find out what reinforcers are effective; and 4) reinforce immediately and frequently until behavior is learned. The film applies this operant conditioning to normal and handicapped, retarded and culturally deprived children in such areas as language arts, speech therapy, manual skills discipline, and ambulatory skills. The film analyzes an experimental program in which children are motivated by being paid to learn. Emphasis is placed on approval, contact, and immediate assistance. 16mm/b&w/25 min.

■ RHETORIC OF THE MOVIE

DISTRIBUTOR: NEA-AECT LEVEL: All
COST: $39.50 AUDIENCE: Tea.

DESCRIPTION: This set of super-8 films is an instructional tool designed for those who teach or plan to teach movies as a medium of communication. The film set points out the significance of a movie-making course and explains how the course should be conducted. The series can be adapted to more sophisticated levels through appropriate narration by an experienced teacher. The movie sequences parallel forms of expression used in verbal communication and avoid technical movie terminology. The 6 films are: 1) *A Simple Movie Utterance,* 2) *A Simple Movie Sentence,* 3) *Complicated Movie Sentences,* 4) *Varying the Point of View,* 5) *Making Movie Sense,* and 6) *A Movie Paragraph.* The series can be used with grades 7-12.

■ RILEY FAMILY

DISTRIBUTOR: U. of Calif. EMC LEVEL: All
COST: $295.00 AUDIENCE: Tea., Par.
RENTAL: $19.00

DESCRIPTION: This film interviews a family group—father, mother, and 15-year-old son. It illustrates a family crisis arising from developmental stages of the child, his physical disability (mild epilepsy), and its consequences. It presents the tensions and interrelationships in a family with many strengths. Caseworker's interventions are supportive and unobtrusive, yet directed toward obtaining a full diagnostic picture. Because the film shows real people, it is *restricted to professional education in recognized schools and colleges. (Signed agreement required.).* Kinescope: 16mm/b&w/59 min.

■ ROADBLOCKS TO COMMUNICATION

DISTRIBUTOR: Indiana LEVEL: All
COST: $125.00 AUDIENCE: Tea.
RENTAL: $6.75

DESCRIPTION: This film explores the questions of why it is so difficult for some people to listen to others and why messages that are perfectly clear to the speaker often are misconstrued by the listener. It distinguishes between genuine disagreements and those caused by misunderstanding. Feedback is presented as one way to improve communication. The use of the watchdog panel, reaction panel, and the audience panel are explained. 16mm/b&w/30 min.

Part of the Series: **Dynamics of Leadership**

■ ROBIN PITMAN

DISTRIBUTOR: Time/Life LEVEL: All
COST: $175.00 AUDIENCE: Tea.
RENTAL: $20.00

DESCRIPTION: This film shows a master teacher's techniques, developed over a period of twenty years. He attempts to strip from his students any preconceived notions of how things should look, so they make things that do not have to resemble anything. In a classroom that looks more like a sculpture studio, he gathers his class around his drawing table. He begins the lesson by calling attention to a simple dot. Then he and his students investigate materials for their strength, evaluate abstract shapes, and test tools for the most effective. Later in the film, Pitman illustrates abstract art with a shape, subject art with a bird, and functional art with a fork and spoon. He also analyzes shapes considered unattractive by conventional standards. 16mm/b&w/16 min.

■ ROLE ENACTMENT IN CHILDREN'S PLAY

DISTRIBUTOR: Campus LEVEL: E. Ch., Elem.
COST: $225.00 AUDIENCE: Tea.
RENTAL: Consult Distributor

DESCRIPTION: This film presents the developmental aspects of children 2 years old through 8 years old in their role enactments. It studies the combination of verbal and motor elements, the perception of roles, the styles of enacting conception of role, and the thematic content important to the different ages. 16mm/color/29 min.

■ ROLE OF THE COMMUNITY COORDINATOR, Edwina Battle

DISTRIBUTOR: T.C. Assoc. LEVEL: All
COST: Consult Distributor AUDIENCE: Adm., Sup.

OBJECTIVES: 1) Identify the role of the community coordinator, and 2) develop a working knowledge of community-based education.

DESCRIPTION: This module (11 pages) is designed to identify the role of a community coordinator in a Teacher Corps Project. Enabling activities include: 1) studying case studies included in the module (2 pages) and completing tasks assigned to each study; 2) discussing tasks of community coordinator; 3) listing and describing functions which will identify the community coordinator's role; and 4) giving recommendations to the National Teacher Corps which positively affect community-based education.

EVALUATION: An objective preassessment and key are provided (6 pages). A "Self Assessment for Resource Persons" (1 page) is provided. The postassessment consists of completing enabling activities.

Part # 4 of Series: **Resources for CBTE**

■ Rx FOR LEARNING, John Bolvin

DISTRIBUTOR: INTER/COM LEVEL: Elem.
COST: $175.00 AUDIENCE: Tea., Adm.
RENTAL: $35/wk.

DESCRIPTION: This film provides an examination of Individually Prescribed Instruction (I.P.I.) as practiced in the Oakleaf Elementary School in Pittsburgh, Pennsylvannia. It serves as a guide to the understanding, planning, and implementating of I.P.I. The basic structure, problems, and rewards of the working structure are examined. The film explains the program's individual evaluations of students, behavioral objectives, prescription of suitable learning materials, and curriculum-embedded tests. Participation of teachers and students is shown. 16mm/color/28 min.

■ SALAZAR FAMILY: A LOOK AT POVERTY

DISTRIBUTOR: U. of Calif. EMC LEVEL: All
COST: $85.00 AUDIENCE: Coun.,Tea.

DESCRIPTION: This film studies poverty and its ensuing cultural and social deprivation. It focuses on the Salazar family, a Mexican-American family in Redwood, Utah. The film studies each of the 7 children, providing report of truancy officers and psychologists who have worked with the children. Comments of the father evidence his feelings for the family and his lack of education. The film provides insights into the living condition, attitudes, and levels of communication in this home. 16mm/b&w/15 min.

■ SCHOOL BIRDS — SOME FEATHERED FRIENDS WE COULD DO WITHOUT

DISTRIBUTOR: NSPRA LEVEL: All
COST: $12.00 AUDIENCE: All

DESCRIPTION: This public relations filmstrip (35mm/color/27 frames) is accompanied by a 10-minute cassette tape. The program presents the rare birds typifying those few species in a school system whose negative attitudes toward pupils, parents, colleagues, and members of the community handicap the school's public relations program. Species demonstrated are: the Melancholy Lackluster, the Double-Throated Pedagoose, the Stiff-Necked Squelch, the Sleek-billed Backscratcher, and the Abject Squat.

■ SCHOOL BUILDING FILMSTRIP

DISTRIBUTOR: AASA LEVEL: All
COST: $7.00 AUDIENCE: Adm., Sch. Pl. Sup.

DESCRIPTION: This filmstrip (b&w/166 frames) is based on the annual exhibition of school architecture. The schools shown are model structures that demonstrate various principles of space utilization. A discussion manual accompanies the filmstrip.

■ SCHOOL DAY

DISTRIBUTOR: NYU Film Lib. LEVEL: Elem.
COST: $165.00 AUDIENCE: Tea., Sp. Ed. Tea.
RENTAL: $13.00

DESCRIPTION: This film follows a bright, well-adjusted 9-year-old who is congenitally blind, during her usual day. She arrives at her neighborhood school, goes to special instruction for the visually handicapped, and participates in a class with sighted peers. This film is a clinical observational study that aims to present a school day as it might be observed by a child-study worker. 16mm/b&w/24 min.

■ SCHOOL DAZE OF THE LEARNING DISABILITY CHILD, Willetta Silva, Henriette Engelson, and Mel Alpern

DISTRIBUTOR: Alpern LEVEL: Elem.
COST: $60.00 AUDIENCE: All

OBJECTIVES: 1)Differentiate between children with learning disability and the "normal" child; 2) adapt the curriculum to meet the needs of the learning disabled child; and 3) communicate effectively with parents of the learning disabled children through insight into the problem.

DESCRIPTION: This parent/professional communication kit contains an audio visual presentation and resource and instructional materials that present the functioning of the learning disabled child in his educational life and family life. These materials outline the characteristics, needs, and problems of these children who have unexplainable discrepancies between their academic potential and performance. The kit contains 5 components: 1) *Resource and Information Booklet for Parents of Children with Learning Disabilities* (23 pages) presents information on education and management of the learning disabled child in a question-answer format; 2) *Task Force II. Minimal Brain Dysfunction National Project on Learning Disabilities in Children* (11 pages) reports various procedures for implementing programs for the learning disabled; 3) *Listing of Special Education Instruction Materials Centers* (16 pages); 4) 2 filmstrips with accompanying cassette (each is 80 frames/color/15 - 17 min.) help the viewer experience the world as the learning disabled child perceives it, as well as present basic information on learning disabled children and special techniques for working with them; and 5) *User's Guide* (5 pages). Completion time: 1 - 1-1/2 hrs.

■ SCHOOL IS FOR CHILDREN (Teacher/Parent Version)

DISTRIBUTOR: AIMS LEVEL: E. Ch.
COST: $210.00 AUDIENCE: Sp. Ed. Tea.

DESCRIPTION: This film shows the educational program for exceptional children at Dubnoff School for Educational Therapy. The school iniates the young child to the school experience. The educational program emphasizes positive physical activity, success experiences, socialization, mirror play, speech development, purposeful play, and listening and concentration skills development. The school also works with parents, showing them that the exceptional child has needs similar to a normal child. 16mm/color/17 min.

■ SCHOOL IS PEOPLE

DISTRIBUTOR: NSPRA LEVEL: All
COST: $20.00 AUDIENCE: All

DESCRIPTION: This filmstrip (35 min/color/55 frames) with tape cassette narration is a public relations program. It examines the important roles that each staff member plays in maintaining effective public relations. The staff addressed in the film includes teachers, school bus drivers, custodians, cafeteria personnel, school secretaries, parent aides, school nurses, and administrators.

■ SCHOOL LAW, Stanley N. Talcott

DISTRIBUTOR: NETCHE LEVEL: All
RENTAL: $60.00 AUDIENCE: All

DESCRIPTION: In this 3-lesson instructional sequence, Stanley Talcott, an attorney, explores the nature of the legal relationship between a school, its students, and teachers. The lessons are: 1) **Due Process,** 2) **Bill of Rights and the Public School,** and 3) **A Legal Triangle.** Topics considered include: a) the Constitution, b) federal law and administrative regulations, c) state law and administrative regulations, d) court structures and cases, e) substantive due process, f) ambulatory constitutional rights, g) civil suits, h) liabilities, and i) collective bargaining. The lessons are available on 1 inch and 1/2 inch color videotapes.

SCHOOL MODERNIZATION, Ben E. Graves

DISTRIBUTOR: IDI LEVEL: All
COST: $19.95 AUDIENCE: Adm., Sch. Pl.

DESCRIPTION: In this lecture presentation, Ben Graves addresses the broad spectrum of school modernization, when to modernize, and cost of modernization. Among the topics covered in the 2 cassettes are: 1) how to house the school's present philosophies, 2) modernizing old buildings, 3) revolutions in teaching and teaching techniques, 4) what other schools are doing, 6) rehabilitation, remodeling, modernizing, 7) obsolescence — structural, functional, economical, 8) planning — what you can encounter, 9) role of board and superintendent, 10) role of architect and other consultants, 11) needed changes, 12) codes, 13) feasibility studies, 14) policy considerations, and 15) uses of non-educational space for educational purposes.

SCIENCE EDUCATION, Sue Hall and Gary Kmiecik

DISTRIBUTOR: Wisconsin LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

DESCRIPTION: This modular component (119 pages) consists of 3 sections. 1) **Investigating Children's Learning** (50 pages) provides instruction on developmental stages and Piagetan methods of analysis. 2) **Making Your Own Science Activities** provides instruction on operation and selection of equipment, as well as a bibliography of free and inexpensive materials. 3) **Selecting the Science Topic** develops exercises in selecting and planning a science lesson, including how to incorporate Indian legends and culture. Exercises in each section include readings, discussions, viewing videotapes, and completion of exercises. Preassessment and data sheets are provided.

EVALUATION: Preassessment for Section 1 and 3 are provided.

SCIENCE IN THE ELEMENTARY SCHOOL, William Capie

DISTRIBUTOR: Georgia LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Teach science in whatever school situation one might find himself.

DESCRIPTION: This module (7 pages) assists the participant in formulating his own ideas of what elementary science should be. A flowchart directs the participant through the module. Learning activities include: 1) reading enclosed excerpts from *Planning for Effective Teaching: Precise Language* (Ayksworth) ; 2) planning lesson steps with classmate when given only the text with which to work; and 3) arranging a 30-minute seminar with instructor (outline for seminar enclosed).

EVALUATION: A revised version of this module is being prepared for the winter quarter, 1973.

Part of Series: **Teaching Elementary Science: A Modular Approach**

SCIENCE IN YOUR CLASSROOM

DISTRIBUTOR: GPNITL LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Guide children in producing, collecting, evaluating, and using information.

DESCRIPTION: This videotape or video-cassette series consists of the following telecasts: 1) *Elementary Science Today*, 2) *Activity-Centered Science*, 3) *Planning Science Activities*, 4) *Evaluating Pupil Progress*, 5) *Observation*, 6) *Measurement*, 7) *Experiments*, 8) *Supplementing Direct Experience*, 9) *Living Things in the Classroom*, 10) *Models and Audio-Visual Aids*, 11) *Collecting and Classifying*, 12) *Outdoor Laboratory*, 13) *Field Trip*, 14) *New Programs in Elementary Science*, and 15) *Evaluating Your Science Program*. Each lesson includes studio demonstrations of science activities that can be carried out by children, filmed visits to classrooms where children perform these activities, laboratory situations involving children, and interviews with teachers and other persons interested in elementary school science. The telecast offers overviews of procedures, rather than step-by-step explanation, so that teachers will form their own philosophy and practices in teaching science in elementary classes. A program guide is available and contains a study guide, materials, lists, and report books for work sessions using this series.

SCIENCE OF THE ART OF GIVING DIRECTIONS, Marion Deckard and Ruth Tate

DISTRIBUTOR: Dallas LEVEL: All
COST: $1.10 AUDIENCE: Tea.

OBJECTIVES: 1) Demonstrate skill in giving directions by timing and sequencing directions correctly; 2) demonstrate that he knows when directions should be written or oral by designing a directional picturegraph for a given situation; and 3) demonstrate that he is able to translate into action Hunter's systematized techniques for giving directions by giving directions and having them followed by a class.

DESCRIPTION: This module (28 pages) is designed to help teachers when planning instruction to consider what directions need to be given and how to give them. Learning experiences include: 1) reading enclosures — a) "The Science of the Art of Giving Directions" by Madeline Hunter (10 pages), b) "Teacher Notes from UCLA Workshop," and c) a resume of Hunter tape; 2) observing a teacher and analyzing his ability in giving directions; 3) working self-graded exercises on sequencing, selecting, and preparing objectives; 4) conferring with advisor about prepared directions; 5) designing a picturegraph; 6) writing directions and having children role-play these directions; 7) attending seminars to discuss readings; and 8) demonstrating skill in giving directions in classroom performance. A flowchart directs the participant through the module.

EVALUATION: Conferences with the instructor throughout the module evaluate student progress and route him through the module. Self-graded preassessment and postassessment are provided.

■ SEARCH FOR LEARNING

DISTRIBUTOR: McGraw-Hill-Films
COST: $105.00 LEVEL: All
RENTAL: $12.00 AUDIENCE: Tea.

DESCRIPTION: This film demonstrates innovative methods of teaching, the discovery method of learning, and flexible methods of classroom organization that provide for individual learning and independent study. The film shows actual classroom situations in a math class as children work independently and in groups. Teachers also discuss the need to adjust to innovative methods and relearn the subject matter; they also describe the benefits of innovative techniques. 16mm/b&w/13 min.

■ SECONDARY READING

DISTRIBUTOR: M.S.U. LEVEL: Mid., High
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Unit I: 1) identify comprehension goals required for achievement of instructional goals; 2) identify materials for goals of course in 1 discipline; 3) make effective reading assignments; and 4) implement strategy to increase reading interest. Unit II: 1) interpret standardized reading test scores; 2) assess reading rate skills; 3) assess reading skills and level with open book reading test; and 4) administer and interpret oral reading test. Unit III: 1) administer a guided reading sequence; 2) construct a multilevel thematic or unit guide; 3) construct a multi-structure guide; 4) construct a comprehension guide; 5) construct a margin explanation guide; 6) create and apply a language experience sequence; and 7) implement instructional strategies for non-readers. Unit IV: 1) teach students to use vowel consonant generalizations; 2) apply an instructional sequence to improve word meaning; 3) implement appropriate strategies for improving rate; and 4) apply an instructional sequence for students to direct own psychological set and recall information.

DESCRIPTION: This module (23 pages) is divided into 4 units: 1) **Relate Reading Reasoning Process to Course Goals**; 2) **Assess Reading Levels and Abilities of Students**; 3) **Individualize Instruction on Basis of Individual Reading Ability of Students**; and 4) **Provide Instruction for Improving Reading Ability of Students in the Class**. Each unit contains objectives, criterion, enablers, preassessment, learning activities, list of materials, and a sheet for evaluation. Second half of module is an **Instructional Packet on Secondary Reading** (60 pages).

EVALUATION: Some of the objectives in the module contain a preassessment. Each has a sheet recording competency achievement. Modifications will be made on module at end of first year.

■ SELECTION OF OBJECTIVES, Richard G. Allan, Robert P. O'Reilly, and William P. Gorth

DISTRIBUTOR: Massachusetts LEVEL: All
COST: Consult Distributor AUDIENCE: Tea. Sup., Adm.

OBJECTIVES: Given implications and program goals, select appropriate terminal objectives.

DESCRIPTION: This 18-page module (SPPED-0800) is a self-instructional package requiring 3 types of responses. The module provides instructional material on selecting terminal objectives to fulfill requirements indicated by a needs analysis. Exercises are provided which either require writing answers, selecting answers from multiple-choice, or completing exercises in another booklet, *Stating Behavioral Objectives for Classroom Instruction* (Gronlund). Correct answers for the module exercises are provided.

■ SELECTO, Sandra K. Boland

DISTRIBUTOR: North Clorado LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Sp. Ed. Tea.

OBJECTIVES: To provide the experience of selecting and evaluating instructional materials for a class of special education children.

DESCRIPTION: In this game players are grouped (3 to 5 persons) with a treasurer for each group. Players receive: a set of objectives for materials to be selected, game set, dice, game plan, order form, and game rules for selection of materials. After playing the game and winning a portion of the $1000 budget assigned to each group, players fill out an order for instructional materials. (Catalogs of instructional materials are listed buy not included in game.) Any number can play the game with only one person designated "administrator" required to have expertise in instructional materials. Time required: 1 hour in groups and 1 - 3 hours of individual preparation of orders.

■ SELF-DIRECTED GROUP WORK, Edmund J. Amidon

DISTRIBUTOR: APT LEVEL: All
COST: $8.50/reel; $7.80/cassette AUDIENCE: Tea.

DESCRIPTION: Within this audiotape is a discussion of the development of self-directed work groups, some desirable outcomes of establishing such groups, and some common barriers to their development in the traditional classroom. Answers are given to many of the questions most frequently asked by teachers about the development and implementation of self-directed groups.

■ SEMINAR ON COMPETENCY-BASED TEACHER EDUCATION FOR UNIVERSITY PERSONNEL, Horace Leake

DISTRIBUTOR: T. C. Assoc. LEVEL: All
COST: Consult Distributor AUDIENCE: Sup., Adm.

OBJECTIVES: 1) Define competency-based teacher education (CBTE); 2) list the essential characteristics of a CBTE program; 3) write behavioral objectives in the 3 domains; 4) list the elements of a module; and 5) design a module.

DESCRIPTION: This module (22 pages) presents the format of a seminar designed for faculties considering making modifications in their traditional teacher education program and needing more information on CBTE. The seminar is divided into 6 activity sessions, each having a preassessment. A flowchart guides the participant through the module. Activities include viewing slide-tapes and filmstrips, reading suggested materials, working through programmed materials, designing a module in a group, and designing a simulation of a CBTE program. Reading resources used, but not included in the module, are: 1) *Developing Instructional Modules* (Houston), 2) *Performance-Based Teacher Education: What Is the State of the Art?* (Elam), 3) *Preparing Instructional Objectives* (Mager), and 4) *Competency-Based Education: A Strategy to Eliminate Failure* (Nagel & Richman). Audio-visual materials and games used, but not provided in the module, are: 1) *Behavioral Objective Package* (Southwestern Cooperative Education Laboratory), 2) *Vimcet Filmstrip-Tape Programs*, 3) *Competency-Based Teacher Education: A Scenario* (Weber), and 4) *Development and Evaluation of Behavioral Objectives* game (Leadership Training Institute for School Personnel Utilization).

EVALUATION: Written preassessments are provided for each activity section; answer keys are provided. Postassessment involves meeting the criteria established in the objectives.

Part # 2 of Series: **Resources for CBTE**

■ SENSITIVE TOOL

DISTRIBUTOR: Time/Life LEVEL: Elem.
COST: $250/indiv. films; $1,000/series AUDIENCE: Tea.
RENTAL: $30/indiv. films; $250/series

DESCRIPTION: This film shows how children become skilled in selecting the form of expression appropriate to the ideas they wish to express. Art, music, and poetry bring experiences which require subtle distinctions of meaning. Scientific observations must be recorded in precise and ordered language. Tom John — Headmaster of the Tower Hill Primary School, Whitney, England — discusses these points. 16mm/b&w/30 min.

Part of Series: **Mother Tongue**

■ SET INDUCTION, Ronald E. Peake and Jeff F. Pyatte

DISTRIBUTOR: Panhandle LEVEL: All
COST: $1.15 AUDIENCE: Tea.

OBJECTIVES: 1) Write meaning of "establishing set"; 2) illustrate meaning of set with example; 3) list and define 4 conditions of preparation for set; 4) identify for class situation the techniques of establishing set as one of 12 given in text; and 5) plan for establishing set in 3 situations using knowledge of definition, condition, and techniques.

DESCRIPTION: This B-2 self-instructional module (91 pages) assists participant in acquiring skills necessary to establish set. Each objective is listed with procedures and evaluation. For optional procedure in objective 4, a videotape recorder, tapes, and playback unit are necessary. Evaluation of pretest determines need for module activities. Observation record forms are included in appendix.

EVALUATION: Pretest with answer sheet is included. Posttest is evaluation by participant, teammate, and resource person if taken as a team.

Part of Module Cluster: **Classroom Procedures**

■ SET INDUCTION, James O'Hanlon

DISTRIBUTOR: V.I.P. LEVEL: All
COST: $1.25 AUDIENCE: Tea.

OBJECTIVES: Establish sets for participant-designed learning activities.

DESCRIPTION: This learning package (6 pages) develops skills in motivating students to learn through set induction. The package contains brief narrative material and 3 practice exercises. Learning activities include: 1) viewing the film, *Set Induction*; 2) participating in group discussions; 3) brainstorming; and 4) completing practical exercises.

■ SETS AND LOGIC

DISTRIBUTOR: Indiana MEDC LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Identify specific activities for children which embody the concepts of sets, one-to-one correspondence, and matching sets; 2) study available concrete materials and activities related to set classification, ordering, conjunctions, disjunctions, and negations; and 3) identify the principles involved in constructing a lesson plan for elementary mathematics.

DESCRIPTION: This module consists of a 22-page guide and a 32-page packet of worksheets. Learning activities include: 1) viewing the slide-tape presentation, *Overview of Sets and Logic in Elementary School Mathematics; 2) participating in class discussions; 3) completing exercises on worksheets; 4) reading assigned materials; 5) surveying elementary textbooks; 6) peer group teaching; 7) preparing lessons plans; and 8) creating a bulletin board. The worksheet packet contains discussion leader notes and exercises.*

Part of Series: **Mathematics Methods Program**

■ SETTING NEW COMMUNICATION PRIORITIES

DISTRIBUTOR: NSPA LEVEL: All
COST: $12.00 AUDIENCE: Adm., Sup.

DESCRIPTION: This cassette-presentation (60 min.) tells: 1) why the handling of planned communication can make a difference in effective employee negotiations and strike situations; 2) how to get positive student involvement in school affairs; 3) what communication requirements are essential in working with minority groups; 4) opinion polling, pitfalls to avoid; and 5) secrets of successful school finance campaigns. Some leading educators and communicators tell why and how the setting of new communication priorities has become manditory in school districts and how these priorities can match up with the proposed kinds of system change.

Part of Series: **Communications Development**

■ SEX ROLE STEREOTYPING IN THE SCHOOLS

DISTRIBUTOR: NEA-Publ. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Coun.

DESCRIPTION: This multimedia package focuses on sexism to examine what is happening in the schools to encourage children — especially girls — in following their interests and abilities as independent human beings. The materials make teachers aware of how they may be subtly shaping boys toward independent achievement and girls more toward dependence and nonsustained achievement. Suggestions for remedying these stereotypes are offered. The package contains: 1) 2 filmstrips: a) *The Labels and Reinforcement of Sex Role Stereotyping* and *b) Cinderella is Dead*; 2) 3 settes — a) *Blue Is for Sky; Pink Is for Watermelon*; b) *Sexism, Racism, Classism in the Schools*; and c) *We Don't Know How to Grow People*; 3) 3 publications: a) *Sex Role Stereotyping in the School*, b) *A Child's Right to Equal Reading*, and c) *Consciousness Razors*; 4) a *Leader's Manual*, and 5) discussion starters.

■ SHADY ACRES IN-BASKET

DISTRIBUTOR: NAESP LEVEL: All
COST: $45/kit — 20 participants; $6/single kit; $2/indiv. *Discussion Leaders Manual* AUDIENCE: Adm., Sup.

DESCRIPTION: This kit consists of materials designed to help principals develop greater skill in dealing with contemporary issues in education, as well as handling a broad range of administrative problems. The kit may be used in workshops. A kit contains simulated materials for 20 participants and 1 *Discussion Leader's Guide*. A single set consists of both versions of the simulated materials and a *Discussion Leader's Guide*.

■ SHAFT OF STIMULUS CONTROL: A CLINICAL PROCEDURE IN ARTICULATION THERAPY

DISTRIBUTOR: Kansas LEVEL: All
COST: Consult Distributor AUDIENCE: Sp. Ed. Tea.

DESCRIPTION: The film shows the general strategy of the stimulus-shift techniques in which new phoneme responses are developed under precise stimulus control and are made functional for the child in a systematic programmed clinical procedure. Baseline responses are shown and progress is traced through therapy programs on 2 phonemes. Film sequences specifically demonstrate the generalization trends of such learning. Although the procedures demonstrated were developed for mentally retarded children, the principles on which they are based are considered appropriate for all children with articulation problems. 16mm/color/37 min.

■ SHAPE OF A LEAF

DISTRIBUTOR: Campbell LEVEL: All
COST: $12.00/2 days AUDIENCE: Sp.Ed.Tea., Tea.

DESCRIPTION: This film emphasizes the significance of art education in the training of retarded children. It explores the possibilities available to the teacher for developing skills, enhancing perception, and improving coordination. The film shows a number of retarded children working with art materials, disclosing their readiness to learn, their total involvement in the experience, and their sense of accomplishment and satisfaction. The film shows a program of varied media structured around the child's interests, ideas, and environment (which could be applied to normal children as well). The following activities are shown: 1) using perception boxes, 2) painting, 3) creative stitching, 3) weaving, 4) batiking, 5) producing puppets and a puppet show, 6) creating ceramic/creche figurines, and 7) developing masks. A detailed teacher's guide accompanies the film and describes activities and skill development in each of the art areas shown. 16mm/color & b&w/30 min.

■ SHARING THE LEADERSHIP

DISTRIBUTOR: Indiana LEVEL: All
COST: $125.00 AUDIENCE: Tea.
RENTAL: $6.75

DESCRIPTION: This film defines leadership and discusses its origin when not imposed from outside the group. As the members of the demonstration group seem to get lost, 3 categories of individual action and their relation to group leadership are explored: 1) self-serving functions, 2) task functions, and 3) group-serving functions. Group members are shown as they begin to share the responsibilities for the success of the group. 16mm/b&w/30 min.
Part of Series: **Dynamics of Leadership**

■ SHORTHAND DICTATION AND TRANSCRIPTION: TEACHING TECHNIQUES, Evelyn Brunson

DISTRIBUTOR: North Florida LEVEL: High
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Obtain a working knowledge of methods and techniques used in teaching dictation and transcription; 2) select appropriate material for specific class use; and 3) determine method to reach objectives.

DESCRIPTION: The module (13 pages) consists of 2 sections. The first section develops the participant's skills in taking dictation and transcribing. The second section develops skills in giving timed and "office style" dictation and in developing skills sequentially. Learning activities include: 1) attending classroom presentations, mainly in a laboratory setting, 2) completing practice exercises in class and independently, 3) preparing sample dictation tapes, 4) collecting a card file of research materials on teaching business skills, and 5) planning and teaching 3 lessons.

EVALUATION: Each objective contains a postassessment and recycling exercises. All postassessments require skill demonstration.

■ SHOW ME

DISTRIBUTOR: UEVA LEVEL: Elem.
COST: $150.00 AUDIENCE: Sp.Ed.Tea.

DESCRIPTION: This film stresses the need for teaching movement and rhythms to the mentally retarded by building on their love of play. The film consists of 3 sections of activities: 1) *Body Image*, 2) *Coordination Problems*, and 3) *Partner Work*. Children are shown participating in balanced activities which are matched to their abilities and needs. The narrator explains the activities demonstrated, materials used, areas of skill development, and educational concepts involved. Activities shown involve free movement; games; playing with balls, hoops, and balloons; jumping rope; and folk dancing. 16mm/b&w/28 min.

■ SIMPLE CAMERA

DISTRIBUTOR: NEA-AECT LEVEL: Elem., Mid.
COST: $36.00 AUDIENCE: Tea.

OBJECTIVES: 1) Learn basic picture taking; 2) use photography as a tool; and 3) gain skill in communicating ideas.

DESCRIPTION: This filmstrip kit is designed for teachers who know relatively little about photography. It covers basic photography and good picture-taking techniques. The kit contains over 500 projectuals divided into 12 lessons: 1) **Pictures Unlimited**, 2) **About Cameras**, 3) **What About You**, 4) **Load Your Camera: There's Enough Natural Light**, 5) **Which Pictures Are Good Pictures**, 6) **Take Good Pictures**, 7) **Change the Direction of the Light**, 8) **Control the Dark Side**, 9) **Try Other Kinds of Light**, 10) **Take Color Slides: What About Color Prints**, 11) **Evaluate Your First Color Slides**, and 12) **Things Inside and Outside Your Camera.** The lessons are described in 5 manuals that present lesson objectives, materials to use, class activities for students, and possible homework assignments. The kit may also be used in the classroom.

■ SIMPLE PROJECTUAL PRODUCTION

DISTRIBUTOR: Scott LEVEL: All
COST: $14/comp. set; AUDIENCE: Tea.
Indiv. parts:filmstrip/$8.00; cassette/$6.00;
and student manuals/$2.00

OBJECTIVES: 1) Make a thermal projectual and add color, and 2) use different lettering techniques in making simple handmade projectuals.

DESCRIPTION: This sound filmstrip set (40 frames color) provides instruction in basic standards and techniques for preparing handmade projectuals. The filmstrip cassette provides an overview of the topics which are covered in detail in the illustrated student manual (80 pages). Topics covered include: 1) lettering (hand-lettering, using commercially-produced letters, and using guides and templates); 2) sizing the acetate; 3) using and making artwork for projectuals; 4) adding color; 5) using tinted, colored, and frosted acetate; 6) applying the heat transfer process; and 7) purchasing equipment.
Part of Series: **Overhead Projection**

■ SIMULATED CASE STUDIES, Thurston Atkins et al.

DISTRIBUTOR: NAESP LEVEL: Elem.
COST: $1.00 AUDIENCE: Tea., Sup., Adm.

OBJECTIVES: 1) Think through various administrative problems; 2) identify feasible solutions; 3) examine decisions made and the basis on which they are made.

DESCRIPTION: This booklet (24 pages) contains 6 case studies that present problems comparable to those faced by today's elementary school administrators. The 6 case studies are: 1) **Rewiring Brightwood School**, 2) **Trauma at Stony Ridge**, 3) **An Affiliation Quandry**, 4) **Teacher, Technology, and Taxes**, 5) **The Last Chance**, and 6) **The Niceville Plan — What Should It Be?** The problems are geared to the principal but also involve teachers, superintendents, and board members. Following each case study are suggested ways for using them, such as writing program objectives and role-playing.

■ SIMULATION, Robert Alley

DISTRIBUTOR: Wichita LEVEL: Mid., High
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Develop and utilize simulation in classroom or inservice situations where it is appropriate.

DESCRIPTION: This module (48 pages) contains key segments: prospectus, preassessment, enabling elements with self-assessment, and a synthesizing element. Enabling activities are designed to develop background and knowledge useful in planning utilization of simulation as a classroom strategy. Enabling activities cover 6 categories: 1) **Definitions**, 2) **Historical Background**, 3) **Advantages of Simulation**, 4) **Disadvantages of Simulation**, 5) **Designing Inservice Programs**, and 6) **Research Findings on Simulations**. Each enabling element consists of an objective, developing activities, and a self-test. A bibliography is included in the module.

EVALUATION: The preassessment routes the user to specific enabling activities. Self-tests measure proficiency for each enabling activity. The synthesizing element requires utilization of simulation and evaluation of its effectiveness.
Part of Series: **Trends and Innovations in Secondary Education**

■ SIMULATION AND GAMES, Lem L. Railsback

DISTRIBUTOR: Texas A&I LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Design and construct or secure from a particular source simulation, a game, or other similar interaction model device; and 2) develop and teach a bilingual unit incorporating these devices.

DESCRIPTION: This module (24 pages) develops skill in utilizing innovative devices. Learning alternatives include: 1) reading enclosures — "Games for Learning" by Abt (4 pages and "Games and Learning" by Pearson (5 pages); 2) analyzing students' needs and designing a game or simulation to meet these needs; 3) selecting or securing a variety of games and simulations from a number of sources: a) "Foreign Policy Association Bibliography on Simulation" (5 pages), b) local materials resources of the public school district, c) a commercial materials catalog, d) regional educational service center catalog, and e) the professor. A flowchart directs the participant through the module. An evaluation form for the module (4 pages) is included.

EVALUATION: The preassessment and postassessment are identical and require meeting the criteria established in the objectives. Steps for remediation are provided.

■ SIMULATION AS AN EDUCATIONAL TOOL, Dorothy Dodge

DISTRIBUTOR: APT LEVEL: All
COST: $42.50/reel; $38.50/cassette AUDIENCE: Tea.

DESCRIPTION: Six audiotapes and a *Leader's Guide*, plus 2 simulation models — **Crisis** and **Sitte** — constitute an introduction to simulation as an educational tool.

■ SIR! SIR!

DISTRIBUTOR: McGraw-Hill Films LEVEL: All
COST: $150.00 AUDIENCE: Tea.
RENTAL: $12.00

DESCRIPTION: This film features a segment of impromptu role-playing at the Duke of York School (Canada) in which teachers and their students reverse roles. It allows teachers to see themselves through the eyes of their pupils. 16mm/b&w/20 min.

■ SIT DOWN, SHUT UP OR GET OUT

DISTRIBUTOR: NBC LEVEL: Mid.
COST: $530.00 AUDIENCE: Tea., Par., Coun.
RENTAL: $26.00

DESCRIPTION: This film presents an allegorical play about a boy who is different, focusing on the threat to individual freedom involved in the expression of dissent. Christopher Bright is an exceptional child. He is intellectually gifted, but he has behavior problems. These behavior problems result from Christopher's doing things his own way and not fitting into the pattern of things in junior high school. His parents, his teachers, and his peers react with different emotions to this boy who is determined to be himself. 16mm/color/58 min.

■ SITUATIONAL UTILIZATION OF MATERIALS, Abel Gonzales, Don Baden, and Lem L. Railsback

DISTRIBUTOR: Texas A&I LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Develop and teach a bilingual module which incorporates situational utilization of materials media.

DESCRIPTION: This module (15 pages) is designed to familiarize the participant with the various types, levels, and substances of materials and resources for use in effective teaching. Learning alternatives include: 1) participating in seminar; 2) reading selections from *Decisions in Teaching Elementary Social Studies* (Thomas & Brubaker), *Strategies in Social Education* (Joyce), and *Social Science Education in the Elementary School* — readings not included in the module; 3) surveying *Social Studies School Service Catalogue*, advertisements in current issues of professional journals, local school district's materials catalog, and publisher's catalogues; 4) visiting the social studies exhibit at a professional teachers conference and a local educational research center; 5) interviewing social studies teachers to assess availability and use of materials; 6) compiling a file of simulations and games for use in social studies; and 7) developing and teaching a bilingual module which meets the objectives. A flowchart directs the participant through the module. Module enclosures include: a) an evaluation form for the module (4 pages), b) "Illustrative Objectives for Module" (2 pages), and c) "Illustrative Teaching Situations for Module" (2 pages).

EVALUATION: The preassessment and postassessment are identical and require teaching performance and presentation of a written module to the instructor. Steps for remediation are provided.

■ SMALL GROUP INSTRUCTION, Ronald Hering

DISTRIBUTOR: Midwest LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Conduct 4 small group processes with 6-12 people and evaluate skills in the use of small groups.

DESCRIPTION: This UNIPAC (8 pages) describes small groups and how they can be used in the classroom. Information on the following topics is presented: 1) "Philosophy of Small Group Learning," 2) "Types of Instructional Groups," 3) "Benefits of Small Group Instruction," and 4) "Comments on Size and Structure." Learning activities include: a) conducting all 8 small group techniques in a classroom, taping sessions and evaluating results; and b) reading *Small Group* (Shepherd), *The Small Group* (Olmsteade), *Learning in the Small Group* (Glatthorn), and the National Training Lab's materials on Small Groups (materials provided in module).

EVALUATION: Pretest and posttest are identical with evaluative criteria provided. Group work and taped classroom session are evaluated by instructor.

■ SMALL MUSCLE DEVELOPMENT — PART I

DISTRIBUTOR: Sterling LEVEL: E. Ch., Elem.
COST: $135.00 AUDIENCE: Sp.Ed.Tea.

DESCRIPTION: This film demonstrates 4 activities that exercise small muscle groups in the hands, thus developing control and coordination. Safe and correct handling of scissors, cutting along straight and curved lines, and differences between cutting paper and fabrics are demonstrated. The film consists of 4 segments: 1) Basic Use of Scissors, 2) Cutting Black Cats, 3) Cutting Paper Dolls, and 4) Snowflakes. It may be used to demonstrate muscle development skills to the student, as well as to demonstrate teaching techniques to the teacher. 16mm/color/11 min.

■ SMALL MUSCLE DEVELOPMENT — PART II

DISTRIBUTOR: Sterling LEVEL: E.Ch., Elem.
COST: $165.00 AUDIENCE: Sp.Ed.Tea.

DESCRIPTION: This film demonstrates various folding skills which develop control of the small muscle groups. The film consists of 5 segments: 1) Fan, 2) Glider, and 3) Boat — each of these first 3 segments show toys being produced by different folding techniques; 4) Let's Send a Letter promotes learning of a useful skill — folding a letter properly to fit into an envelope; and 5) Supermarket Sequel is a dramatized scene of a boy helping at home by neatly folding grocery bags. It may be used to demonstrate muscle development skills to the students, as well as to demonstrate teaching techniques to special education teachers. 16mm/color/12 min.

■ SMALL MUSCLE DEVELOPMENT — PART III

DISTRIBUTOR: Sterling LEVEL: E.Ch., Elem.
COST: $165.00 AUDIENCE: Sp.Ed.Tea.

DESCRIPTION: This film demonstrates gamelike exercises that develop small muscles. The film consists of 5 games/exercises demonstrated completely: 1) Fist Face involves drawing and manipulating a comical face on one's fist; 2) Sailing shows how to make colorful little cork boats; 3) Shuffling and Dealing Cards; 4) Let's Draw a City uses the vertical and horizontal lines and spirals often practiced on a chalkboard, to create a city skyline; and 5) Making a Pencil Holder demonstrates how to make a decorative and useful object from inexpensive materials. It may be used to demonstrate muscle development skills to the students, as well as to demonstrate teaching techniques to the special education teacher. 16mm/color/12 min.

■ SMALL THINGS CLASSROOM

DISTRIBUTOR: EDC LEVEL: Elem.
COST: $125.00 AUDIENCE: Tea.
RENTAL: $15/3days

DESCRIPTION: This film shows a small group of children studying the Elementary Science Study (ESS) unit, *Small Things*. It shows ways in which children develop their skills and their ideas as they work directly with materials. The following related materials are available: *A Working Guide to the Elementary Science Study* ($3.00), *The ESS Reader* ($2.00), *An Interview with Bruce Whitmore* ($1.00), *An Interview with Dorothy Welch* ($1.00), and *An Interview with Pat Hourihan* ($1.00). 16mm/b&w/25 min.

■ SOCIAL ACTION, Don Baden and Lem L. Railsback

DISTRIBUTOR: Texas A&I LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Review and prepare a written analysis of a social action project which he has iniated to serve the needs of his pupil; and 2) teach a unit developed in conjunction with the social action project.

DESCRIPTION: This module (40 pages) develops skills in providing citizenship training through participatory democracy in the classroom. Learning alternatives include: 1) reading the enclosures from *Decisions in Teaching Elementary Social Studies* (20 pages); 2) reading selections from

Teaching about Life in the City (not included in the module); 3) selecting social action project (list of "Illustrative Social Action Projects" is enclosed/2 pages); and 4) teaching a unit and evaluating it on enclosed forms — "Functional Data" (2 pages) and "Review and Analysis of a Social Action Project" (6 pages). A flowchart directs the participant through the module. A module evaluation form (4 pages) is also included.

EVALUATION: The preassessment and postassessment are identical and require presentation of written analysis and teaching performance. Steps for remediation are provided.

■ SOCIAL AND HISTORICAL FOUNDATIONS OF PUBLIC EDUCATION

DISTRIBUTOR: Doane LEVEL: All
COST: Consult Distributor AUDIENCE: All

OBJECTIVES: 1) Select several historical events in our history which had an impact upon the development of the American Public Education system and analyze the cause and effect of these events; 2) interpret the historical development of education by making a timeline graph; 3) prepare brief biographies of 10 persons who have made significant contributions to education; and 4) interpret the year 2000 and what type of educational curriculum will be evident in that era.

DESCRIPTION: This Depth Packet #15 (7 pages) presents the role of the past, the role of persons and events contributing to the present, and the role of the future in finding solutions to the problems of educating children. Learning experiences include: 1) viewing the videotape, *Compensatory Education*; 2) reading selections in *Reading in the Foundations of Education — Commitment to Teaching: Volume 2*, *Reading in American Education* (Hall et al.), *Education in America* (Hughes), *History of American Education through Readings* (Gross & Chandler), *A History of American Education* (Good), and several other texts and periodicals. Completion time: 10-12 hours.

EVALUATION: The preassessment is optional and consists of a conference with the instructor. The Proficiency Assessment consists of instructor evaluation of written papers and oral conferences with the participant.

■ SOCIAL-CULTURAL FOUNDATIONS/SOCIOLOGY, Herbert Aurbach

DISTRIBUTOR: Buffalo TCPC LEVEL: All
COST: No Charge AUDIENCE: Tea., Coun.

OBJECTIVES: 1) Explain basic sociological concepts and their relation to urban sociology; 2) use sociological methods, techniques, and tools to examine the social structure and values in the urban community; 3) recognize, describe, and analyze: a) the major changes in the relationship between racial and ethnic groups in the urban community as they struggle for inclusion in American society; b) the racial and ethnic make-up of the urban community, c) the relationship between racial/ethnic minority status and social behavior, d) the school as a social system, e) the changing function of education for different groups, f) changing values toward education held by these groups, and g) relationship between socio-economic and socio-cultural status and performance in school.

DESCRIPTION: This modular component package consists of 4 module clusters: 1) **Sociology of the Urban Community** (4 pages/2 modules), 2) **Minority Groups in Urban Community** (4 pages/2 modules), 3) **School System as an Institution** (4 pages/2 modules), and 4) **Race, Ethnicity, Poverty, and Urban School** (4 pages/2 modules). Learning activities include: a) attending seminars; b) reading assigned materials; c) viewing the films — *Population Patterns in the U.S.*, *Cities — How They Grow*, *Cities — To Build a Future* (Parts 1 & 2), *The Tenement*, *Portrait in Black and White*, *Children Without*, and *The Way It Is*; and d) locating terminology in sociology and minority group texts.

EVALUATION: Preassessments, if required, are either paper-and-pencil tests or conferences with instructors. Postassessments are paper-and-pencil tests (most are take-home exams). Criteria for evaluation are provided.

■ SOCIAL STUDIES METHODS, Marlow Berg

DISTRIBUTOR: C.S.U.-San Diego LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Describe the role of social studies, 4 current trends, and 2 source areas for content and rationale; 2) describe concept, concept attributes, attainment, and formation; and teach in classroom; 3) identify components of inquiry strategy and implement in classroom; 4) plan and implement a role playing strategy; and 5) describe structure and format of Harcourt and Lessing social studies state adoptions and construct terminal objective, utilizing enabling objectives allowing 2/3 of students to meet stated goal.

EVALUATION: This module cluster (41 pages) contains 5 modules: 1) **Social Studies Curriculum**; 2) **Concept Development**; 3) **Process of Inquiry**; 4) **Role Playing**; and 5) **Long-Range Planning**. Each module contains a preassessment, learning alternatives, and posttest.

DESCRIPTION: Pre- and postassessment procedures for each module are stated and must be instructor approved.

■ SOCIAL STUDIES: STRUCTURES, SOURCES, DIRECTIONS, AND MODELS, Elvin E. Tyrone, Leon R. DeKing, and Lem L. Railsback

DISTRIBUTOR: Texas A&I LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) In a class discussion seminar with the professor or public display, demonstrate an awareness of current structures, sources, and directions of bilingual/bicultural social studies instruction; and 2) contribute to class effort in developing a composite model of bilingual/bicultural social studies instruction.

DESCRIPTION: This module (9 pages) is designed to develop awareness of the current structure, sources, and directions of social studies. Learning activities include: 1) viewing the videotape, *A Model Social Studies Program in the Elementary School*; and 2) performing necessary research to develop a composite model against which one can measure a particular social studies program. A flowchart directs the participant through the module. A module evaluation form (3 pages) is also provided.

EVALUATION: No preassessment is required. Postassessment entails successful completion of the objectives. Provisions for remediation are listed.

■ SOCIAL STUDIES: THE SOCIAL SCIENCES AS CONTENT, Don Baden, Abel Gonzales, and Lem L. Railsback

DISTRIBUTOR: Texas A&I LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Participate as a member of a committee in developing a terse, written description of a selected social science and in reporting that description to the class; and 2) write an instructional unit for the elementary school in which the social sciences are incorporated and integrated into a cohesive whole.

DESCRIPTION: This module (16 pages) provides developmental exercises in the various social studies content areas — anthropology, history, geography, economics, sociology, psychology, and political science. Learning activities include: 1) reading assigned readings in each content area; and 2) developing and performing an activity in each content area. Readings are not provided in the module. A flowchart directs the learner through the module. Enclosures include a "Social Science Checklist" (3 pages with a key) and a module evaluation form.

EVALUATION: The preassessment consists of completing the "Social Science Checklist," and using it to determine content areas in which work is needed. The postassessment consists of both repeating the preassessment activities and meeting the module objectives.

SOCIALLY MALADJUSTED CHILD

DISTRIBUTOR: Indiana LEVEL: All
COST: $125.00 AUDIENCE: Tea., Par.,
RENTAL: $6.75 Sp.Ed.Tea.,Coun.

DESCRIPTION: This film discusses the problems of the socially maladjusted child and explains the causes and factors in society related to the development of social maladjusted youngster are interviewed. Filmed sequences and dramatizations illustrate the points discussed. Suggestions are offered to overcome the problems. Dr. Matthew J. Trippe, Professor of Special Education at Syracuse University, is featured. 16mm/b&w/29 min.
Part of Series: **Exceptional Child**

SOLVING VERBAL PROBLEMS IN MATHEMATICS

DISTRIBUTOR: GSA LEVEL: All
COST: $85.75 AUDIENCE: Tea.
RENTAL: $10.00

DESCRIPTION: This film shows effective ways to promote verbal problem solving. Examples of teachers and pupils in action, using various problem solving techniques, are interspersed with examples of actual work which results from the use of multiple approaches. The examples range across content areas without stressing any particular content. The film was prepared by the Center for Cooperative Research with schools of Pennsylvania State University. 16mm/color/21 min.
Part of Series: **Project On Interpreting Mathematics Education Research**

SPEARHEAD AT JUNIPER GARDENS

DISTRIBUTOR: Kansas LEVEL: E. Ch., Elem.
COST: Consult Distributor AUDIENCE: Sp.Ed.Tea., Coun.,Tea.

DESCRIPTION: This film describes the Juniper Gardens Children's Project which utilizes reinforcement principles to develop the language of pre-schoolers and motivate slow-learning grade school children. Among important aspects of the project are community cooperation, a regular program of medical service, a well-child conference program, home counseling conducted by the project staff, and research in the public schools. 16mm/b&w/40 min.

SPECIAL EDUCATION AND THE LAW

DISTRIBUTOR: IUPUI-T.C. LEVEL: All
COST: Consult Distributor AUDIENCE:Sp.Ed.Tea.

OBJECTIVES: Describe in writing various court cases and their implication for diagnosis and placement of mentally retarded children in special classes.

DESCRIPTION: This module (1 page) assumes that knowledge of special education's relation to the law is essential for teachers of the mentally retarded. Learning activities include: 1) independent research in the law library; 2) attending a session on "Special Education and Law"; 3) interviewing a lawyer or judge; and 4) reading "Special Education and the Law," *Exceptional Children* Sept. '71.

EVALUATION: Pre- and postassessments are the same and require explaining court cases listed in resources.

SPECIFICATION FOR CAM TESTS, William P. Gorth, Richard G. Allan, and Robert P. O'Reilly

DISTRIBUTOR: Massachusetts LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.,Adm., Sup.

OBJECTIVES: Given data and situations concerning the purpose, requirements, and constraints of CAM testing, demonstrate knowledge of the purpose and frequency of testing as related to the information needs of the user, length of course, number of basic instructional units, and number of objectives.

DESCRIPTION: This 70-page module (SPPED-3800) provides narrative instruction on: 1) the purpose and magnitude of a Comprehensive Achievement Monitoring (CAM) system, 2) factors affecting frequency of testing, 3) number of test forms required for specific CAM situations, 4) specification of the minimum number of test items per objective, 5) calculations and decisions, 6) forming CAM student schedule groups, 7) numbering objectives, and 8) coding test item cards. Exercises follow each instructional section. Answers to exercises are provided.

SPECIFYING ASSUMPTIONS, GOALS, AND OBJECTIVES FOR COMPETENCY-BASED EDUCATION PROGRAMS, C. E. Johnson et al.

DISTRIBUTOR: Georgia LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.,Adm., Sup.

OBJECTIVES: Learn how to prepare a theoretical viewpoint to use in developing a competency-based teacher education program.

DESCRIPTION: This proficiency module is a self-instructional set of learning materials. It includes: 1) a booklet (29 pages), **Specifying Assumptions, Goals and Objectives for Teacher Education**; 2) **Self-Assessment Guide for Proficiency Module** (44 pages) containing a readiness quiz and 4 proficiency tests with answer sheets provided; and 3) **Study Guide for Proficiency Module** (70 pages) containing objectives, learning activities, and response verifications items for activities.

EVALUATION: Comparison of test responses with key will indicate proficiency objectives to concentrate upon.

SPEAKING OF . . . SERIES, John I. Goodlad

DISTRIBUTOR: McGraw-Hill Book LEVEL: All
COST: $25/indiv. prog.; AUDIENCE: Tea.,
$67.50/complete series Adm.

DESCRIPTION: This set of 3 cassette programs consists of: 1) **Speaking of Individualization**, 2) **Speaking of Nongrading,** and 3) **Speaking of Team Teaching**. In each of the 3 programs, Goodlad discusses innovations in schooling and updates the concepts in terms of schooling in the 1970's. The programs are presented as discussion groups with teachers, administrators, and college students. John Goodlad examines what the concept is and is not and how it can be applied to everyday schooling. He then answers questions of the group. Each program comes in a vinyl album and consists of 2 30-minute cassettes (divided into 15-minute segments).

■ SPEECH AND LANGUAGE IMPROVEMENT PROGRAM FOR THE CULTURALLY DISADVANTAGED

DISTRIBUTOR: Eye gate
LEVEL: All
COST: $60/comp. set/ cassettes; $52/with records; $7/indiv. filmstrips; $5.50/indiv. cassettes; $5/indiv. records; $2.50ea./extra teacher's manuals
AUDIENCE: Tea.,Adm., Sp. Th.

OBJECTIVES: Integrate activities which will help the child adopt the usage of standard American speech and language.

DESCRIPTION: This program is designed to assist teachers and administrators in integrating activities aimed at correcting the common speech and language deficiencies of the culturally disadvantaged. The program is designed as a language program, rather than a speech program. It consists of 5 filmstrips with accompanying cassettes or records: 1) *Blueprint for Progress*, 2) *Building Speech and Language Structure*, 3) *Thinking, Listening, and Speaking*, 4) *Mainspring of Communication*, and 5) *Teacher as a Speaker*. The program develops activities for skill development in the following areas: a) oral communication, b) expanded vocabulary, c) articulation, d) grammatical usage, and e) listening habits. The teachers' manual offers extensive suggestions for adaptation of the program.

■ SPEECH DISORDERS: PHYSICAL HANDICAPS

DISTRIBUTOR: Indiana
LEVEL: All
COST : $125.00
AUDIENCE: Tea., Par., Sp. Th.

DESCRIPTION: This film discusses the special problems confronting the child with a speech handicap, pointing out the various types of problems and their causes. It explains the importance of early diagnosis and cooperation on the part of doctor, parents, and speech therapists. Therapists demonstrate the techniques used in helping children with speech disorders. The need for understanding on the part of parents, school, and community is stressed in helping children with speech handicaps express themselves and find satisfaction in life. Dr. Charles V. Mange, Professor of Audiology and Speech Pathology at Syracuse University, assisted in production. 16mm/b&w/29 min.
Part of Series: **Exceptional Child**

■ SPEECH DISORDERS: STUTTERING

DISTRIBUTOR: Indiana
LEVEL: All
COST: $125.00
AUDIENCE: Tea., Par.
RENTAL: $6.75

DESCRIPTION: This film discusses the special problems faced by the child who stutters. The film interviews several children who explain what methods they used to overcome stuttering. Filmed sequences show social problems brought about by stuttering. The goals and methods of therapy are presented. The need for positive attitudes and understanding on the part of parents, friends, and neighbors is emphasized. Dr. Charles V. Mange, Professor of Audiology and Speech Pathology at Syracuse University, is featured. 16mm b&w 29 min.
Part of Series: **Exceptional Child**

■ SPEECH INSTRUCTION WITH A DEAF-BLIND PUPIL # 1

DISTRIBUTOR: Campbell
LEVEL: All
COST: $65.00
AUDIENCE: Tea.,Sp.Ed. Tea.
RENTAL: $5/2 days

DESCRIPTION: This film shows Mrs. Rose Vivian, principal of the Department for Deaf-Blind Children at the Perkins School, working with one child on tactile lip reading. The film demonstrates the effort required by the pupil to reproduce the vibration of the teacher's voice with clarity. It deals with the pronunciation of one word and efforts with a child who can neither see nor hear. 16mm/color/6 min.

■ STAGES OF INSTRUCTION-PREPARATION

DISTRIBUTOR: USArmy
LEVEL: All
COST: $42.50
AUDIENCE: Tea.

DESCRIPTION: This film presents the stages for successful instruction: 1) estimating the instructional situation, 2) selecting and organizing teaching materials, 3) checking on the availability of training aids, 4) preparing a lesson plan, 5) rehearsing the lesson, and 6) checking all arrangements to insure no slip up in the classroom. 16mm/b&w/12 min.

■ STILL A BROTHER: INSIDE THE NEGRO MIDDLE CLASS

DISTRIBUTOR: McGraw-Hill Films
LEVEL: All
COST: $400.00
AUDIENCE: All
RENTAL: $40.00

DESCRIPTION: This documentary was written, produced, and filmed by an all black crew. The Negro community shows itself from an inside point-of-view. The film is organized in 3 main sections: 1) the social and business life of the Negro middle class; 2) its reactions to and involvement in the civil rights struggle of lower class brothers; and 3) the newer mental revolution which may be signalling a separatist movement of withdrawal from the mainstream of American society. Specifically, the film deals with such questions as behavior and aspirations of the Negro middle class, the nature of the society which parallels but is completely separate from the white counterpart, problems of housing in prestigious communities and resorts, the rise of black culture, and the role of religion in a period of Black Nationalism. 16mm/b&w/90 min.

■ STIMULUS VARIATION, Richard L. Ober et al.

DISTRIBUTOR: Panhandle
LEVEL: All
COST: $.55
AUDIENCE: Tea.

OBJECTIVES: 1) Identify and record specific teacher behaviors — described in checklist for Observing Teaching Behavior — from film or video recording; 2) given a list, identify specific teacher behaviors described in A Test For Recognition of Stimulus Variation; 3) identify and record specific teacher behavior — described in Observation of Teacher Behavior — from live classroom situation; and 4) plan and teach a lesson demonstrating the 6 types of stimulus variations described in Self Appraisal and Goals.

DESCRIPTION: This B-2 module (33 pages) assists participant in identifying certain basic stimulus modes typical in a teaching-learning situation and acquiring skills in control and manipulation of these modes in teaching behavior. Each objective has a list of procedures and evaluation requirements. Materials required: a) a copy of module, b) color film *Stimulus Variations*. and c) 8mm movie projector and screen. Observing Teacher Behavior, A Test For Recognition of Stimulus Variation, and Self Appraisal and Goals are included in module. Because module involves an approach to microteaching, it is designed to be used by a team of two interns.

EVALUATION: No pretest is required. In written evaluation, participant matches teacher behaviors with different stimuli. Performance evaluation includes videotaping in classroom and using Self-Appraisal and Goals on performance.

Part of Module Cluster: **Presentation Skills for Teachers.**

■ STRANGE AND FAMILIAR, W. J. J Gordon and Tony Poze

DISTRIBUTOR: SES LEVEL: All
COST: $5/each; $3/bulk order of 5 or more AUDIENCE: Tea.

DESCRIPTION: This text (127 pages) contains 37 programmed units in creative learning and creative innovation. It provides an operational approach to the creative process based on the natural, connection-making ability of the human mind. The book contains 3 sections, each dealing with 1 of 3 ways to make connections: 1) making comparisons, 2) imagining to be something you are not, and 3) making comparisons between different things. The text interrelates science, social studies, problem-solving, the arts, and systems curriculum areas. All units emphasize creative expression. Completion time: 1 semester.

■ STRUCTURE TECHNIQUES FOR CHILDREN WITH DEFECTS IN ATTENTION, Bette Joe Davis and Ron Britton

DISTRIBUTOR: IUPUI-T.C. LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Sp.Ed.Tea.

OBJECTIVES: 1) Recognize chronic non-attending behavior in children as behavioral disabilities of perseveration, distractability, or disinhibition; and 2) design effective structure techniques that intervene on the non-learning interferences and permit the child to perform more efficiently and appropriately.

DESCRIPTION: This module cluster (12 pages) consists of 3 modules: 1) **Recognition and Structure Techniques for Perseveration**, 2) **Recognition and Structure Techniques for Distractability**, 3) **Recognition and Structure Techniques for Disinhibition**. The modules train the intern to recognize chronic inability to attend to cues and to intervene on the non-learning behavior with teaching techniques that permit the child to develop voluntary control over his attention defects. Learning activities include: a) viewing the film *The Hyperactive Child*; b) observing a child and recording on a behavior checklist 5 incidents of each non-attending behavior; c) devising a learning activity to structure non-attending behaviors; and d) comparing incidents of disinhibition with fellow students. A supplemental reading list is provided. Completion time: 10 hours.

EVALUATION: A preassessment is provided for each module in the cluster.

■ STRUCTURED TUTORING II: ORGANIZING INTERGRADE TUTORING, Grant Von Harrison

DISTRIBUTOR: BYU-HS LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Organize an instructional system using students as tutors of instructional objectives where desired response for single stimulus is an answer based on straight recall.

DESCRIPTION: This module (22 pages) requires participant to organize and supervise an instructional system using students as tutors. Lessons included are: 1) **Intergrade Tutoring**; 2) **Introducing the Program in a School**; 3) **Selecting Appropriate Instructional Objectives**; 4) **Materials**; 5) **Selecting Student Tutors**; 6) **Orienting Student Tutors**; 7) **Conducting First Training Session**; 8) **Conducting Second Training Session**; 9) **Conducting Third Training Session**; 10) **Conducting Fourth Training Session**; 11) **Maintaining Individual Profile Sheets**; 12) **Evaluating Student Tutors**; and 13) **Posttesting**. Each lesson contains: a) objectives, b) learning activities, and c) assignments to be submitted to instructor. A pad of assignments and checklist for each lesson is included. Basic text is *How To Organize An Intergrade Tutoring Program in An Elementary School* (Harrison).

EVALUATION: There is no preassessment for module. Each lesson contains evaluation section to be completed.

Part of Series: **Analysis of Inservice Problems**

■ STRUCTURED TUTORING III: APPLYING THE STRUCTURED TUTORING MODEL IN READING, Grant Von Harrison

DISTRIBUTOR: BYU-HS LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Give specific expertise in helping child learn to decode phonetic words previously unencountered and to read sight words.

DESCRIPTION: This module (39 pages) states specific criteria for meeting the objectives for each of 7 units: 1) **Individualized Instruction**; 2) **Pretesting**; 3) **Performance Profile**; 4) **Materials**; 5) **General Tutoring Techniques and Procedures**; 6) **Tutoring**; and 7) **Posttesting**. Each unit has: a) behavioral objectives, b) learning activities, c) criteria check sheet, and d) a list of evaluation materials to be mailed to instructor. The text resource for module is *Beginning Teaching I: A Professional Guide for Lay Tutor.*

EVALUATION: No pretest is provided. Each unit indicates what is to be sent for evaluation of that unit.

Part of Series: **Analysis of Inservice Problems**

■ STRUCTURED TUTORING IV: ORGANIZING AN INTERGRADE READING TUTORING PROGRAM, Grant Von Harrison

DISTRIBUTOR: BYU-HS LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Provide expertise in organizing a tutorial program in which older students can: a) teach names of letters, b) teach sounds of letters, c) teach the blending of sounds, d) teach the decoding of new words, e) teach sign reading, and f) have child read orally from storybook; and 2) provide specific tutoring techniques and procedures for use with student tutors.

DESCRIPTION: This module (30 pages) states specific criteria for meeting objectives in these units: 1) **Introducing**

the Program in a School; 2) Diagnostic Pretesting; 3) **Selection and Orientation of Student Tutors**; 4) **Training Student Tutors**; 5) **Supervising Student Tutors**; and 6) **Posttesting.** Each unit contains: a) objectives, b) learning activities, c) specific assignments, and d) criteria check sheet. The guide is *User's Guide for Structured Tutorial Program* (Harrison).

EVALUATION: No pretest is included. Each unit lists the items to be sent to instructor for final evaluation.

Part of Series: **Analysis of Inservice Problems**

■ STRUCTURING OBJECTIVES FOR COURSE DEVELOPMENT, Richard G. Allan, William P. Gorth, and Robert P. O'Reilly

DISTRIBUTOR: Massachusetts LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.,Adm. Sup.

OBJECTIVES: 1) Given a list of curriculum procedures, identify those that are important in selecting course objectives; and 2) given a set of course objectives for a topical area, sequence them according to a given strategy.

DESCRIPTION: This 41-page module (SPPED-1600) is designed on a self-instructional format. The module requires reading the enclosed narratives and selections from 2 additional sources — *Stating Behavioral Objectives for Classroom Instruction* (Gronlund) and *Instructional System Development* (Air Force Manual 50-2). Exercises with answers are provided in the module requiring sequencing of objectives and matching them with curriculum procedures.

■ STRUCTURING THE CLASSROOM FOR SUCCESS, Cara B. Volkmar, Marilyn Higgins, and Anne L. Langstaff

DISTRIBUTOR: S. Cal-IMC LEVEL: All
COST: $20.00 AUDIENCE: Tea.,Sp.Ed. Tea.

OBJECTIVES: 1) Create an open or decentralized classroom; 2) increase the amount of stimulation and variety in the classroom environment; 3) implement a behavior management system; 4) implement a contract system for student performance; 5) provide students with individualized schedules or daily programs; and 6) increase the number and types of materials in use in the classroom.

DESCRIPTION: This self-instructional kit is designed to demonstrate how to create, structure, and maintain a stimulating and productive learning environment. The program blends strategies of behavior management, open classroom procedures, room environment development, and individualized instruction. Special emphasis is on working with special education classes. The kit contains: 1) 6 filmstrips showing ideal programs in action: a) *Overview*, b) *Room Environment*, c) *Creating Activity Circles*, d) *Behavior Management Principles*, e) *Behavior Management in the Classroom*, and f) *Individualized Instruction*; 2) 3 cassette tapes (2 sides each) with inaudible cues; and 3) a guide book (114 pages) with programmed exercises. Completion time: 3-5 days.

EVALUATION: The kit has undergone extensive field testing and validation.

■ STUDENT

DISTRIBUTOR: McGraw-Hill Films LEVEL: All
COST: $100.00 AUDIENCE: Tea.
RENTAL: $10.00

DESCRIPTION: This film captures the feeling of boredom that pervades so many classrooms today. It calls for humanizing education, pointing out that some things are more important than the lecture-method. The story tells of one boy who escapes the drudgery of a class by slipping into daydreams and eventual sleep, thus missing another day in the educational process. 16mm/b&w/12 min.

■ STUDENT CONTRACTING, Tom Hill, Carl Spencer, and Robert Klabenes

DISTRIBUTOR: V.I.P. LEVEL: All
COST: $1.50/packet; $10/sound-filmstrip AUDIENCE: Tea.

OBJECTIVES: In a simulated situation, write and enter into a student contract with a learner.

DESCRIPTION: This learning package (12 pages) provides instruction on one method of helping the student become more responsible for his learning — student contracting. Learning activities involve role-playing with a fellow-student and developing a student contract. The package provides step-by-step instruction on designing the contract. A completed sample contract form and a blank contract form are provided in the package. An optional sound/filmstrip (5 minutes/27 frames) has been developed to compliment the package.

■ STUDENT-REFERENCED LEARNING ACTIVITIES, Tom Hill et al.

DISTRIBUTOR: V.I.P. LEVEL: All
COST: $1.75 AUDIENCE: Tea.

OBJECTIVES: From a statement giving a goal and its behavioral objectives: 1) sequence the objectives; 2) determine a student status in reverence to the specified objectives; and 3) prescribe learning activities based on that assessment.

DESCRIPTION: This module (22 pages) consists of a series of learning activities: 1) sequencing operationalized objectives, 2) determining the status of the learner relative to the stated goals, 3) determining the discrepant increment, and 4) prescribing instruction for appropriate practice. Each learning activity consists of narrative instructional material and exercises requiring application of the principles presentted in the narrative.

EVALUATION: A self-graded pretest is provided. Criteria for self-evaluation of module exercises are also provided.

■ STUDENT-STRUCTURED LEARNING IN SCIENCE: A PROGRAM FOR THE ELEMENTARY SCHOOL TEACHER, Charles C. Matthews, Darrell G. Phillips, and Ronald G. Good

DISTRIBUTOR: Kendall/Hunt LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Teach science to elementary school children in ways which are consistent with what is known about science, as well as what is known about the physical, emotional, and cognitive development of children.

DESCRIPTION: This book (167 pages) provides a series of experiences which will increase the participant's competence in teaching science and provides the opportunity to experience scientific investigations. The 15 learning experiences are: 1) **Making Up Explanations**, 2) **Making Up Conclusions**, 3) **Studying the Child's Classroom Behaviors**, 4) **Studying the Child's Interpretation of His Environment**, 5) **Studying the Child's Thinking — Some Man-Made Ideas**, 6) **Studying the Teacher's Classroom Behaviors**, 7) **Making Up Spatial Relations**, 8) **Making Up Similarities and Differences**, 9) **Making Up**

Relationships, 10) **Making Up Equivalences**, 11) **Making Up What You Can**, 12) **Science Activities from Where You Find Them**, 13) **Making It Happen**, 14) **Your Instructor as a Model for You**, and 15) **The Crucible, or Mixing It for Yourself**. This book is accompanied by a kit of materials and filmed demonstrations. The instructional format includes observing demonstrations and manipulating materials; all procedures and learning materials are based on learning by discovery. Tables and charts for recording observations and experiments are provided in the book.

SUBTRACTION, National Council of Teachers of Mathematics

DISTRIBUTOR: UEVA LEVEL: Elem.
COST: $214.00 AUDIENCE: Tea., Par.

DESCRIPTION: This film assists teachers in developing concepts of the new mathematics. It illustrates the relationship between subtraction and addition and the consequences of this relationship. The film also shows how teachers can easily convey the meaning of subtraction and the properties of subtraction to elementary school students. 16mm/color/30 min.

Part of Series: **Mathematics for Elementary School Teachers**

SUBTRACTION OF WHOLE NUMBERS

DISTRIBUTOR: Indiana MEDC LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Identify difficulties in beginning work in subtraction and develop tentative solutions; 2) sequence activities associated with beginning work in subtraction and work subtraction algorithms; 3) design a teaching strategy for introducing the inverse property; 4) diagnose errors of children working 2-digit subtraction; and 5) evaluate a teaching strategy for problem-solving experiences for pupils.

DESCRIPTION: This module consists of a 25-page guide and a 62-page packet of worksheets. The module contains 5 sections: 1) **Difficulties Arising in the Formation of Basic Subtraction Concepts**, 2) **Mathematical Concepts in Basic Subtraction**, 3) **Difficulties Arising in the Learning of Subtraction Algorithms**, 4) **Mathematical Concepts in the Subtraction Algorithms**, and 5) **Problem-Solving in Subtraction**. Learning activities include: a) completing exercises on worksheets; b) attending seminars; c) viewing slide-tape presentation; d) reading suggested materials; e) participating in group work; f) viewing film, *Better Bulletin Boards*; g) constructing a bulletin board; and h) construction problems concerning subtraction. The packet of worksheets contains: a) pupil worksheets for examination, b) exercises, and c) instructional sheets. A revised version of this module was designed during the summer, 1973.

Part of Series: **Mathematics Methods Program**

SUMMARY OF COMPREHENSIVE ACHIEVEMENT MONITORING (CAM), Robert P. O'Reilly, William P. Gorth, and Richard G. Allan

DISTRIBUTOR: Massachusetts LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.,Adm., Sup.

OBJECTIVES: Define CAM and explain the process of application.

DESCRIPTION: This 11-page module (SPPED 3400) presents narrative study material on CAM, an evaluation system. The module consists of 5 sections: 1) **What Is CAM**, 2) **Differences between CAM and Other Evaluative Systems**, 3) **Why CAM Was Developed**, 4) **Data Provided by CAM**, and 5) **What a Teacher Must Do to Use CAM**. The module routes the user to other modules for more in-depth studies and exercises.

SUMMER HARVEST

DISTRIBUTOR: NEA-Sound LEVEL: All
COST: $75/color; $35/b&w AUDIENCE: All

DESCRIPTION: This film documents the rewards of a voluntary summer school program. A variety of programs are shown: 1) high school students discussing U. S. foreign policy, studying French, and performing science experiments; 2) preschoolers receiving speech correction; and 3) elementary students studying typing. Sam Levinson narrates and comments on the motivational effects of the program. 16mm/b&w or color/29 min.

SUPPLEMENTARY AIDS FOR PHONETIC DEVELOPMENT, Jane Simpson

DISTRIBUTOR: Dallas LEVEL: All
COST: $.80 AUDIENCE: Tea.,Sp. Th.

OBJECTIVES: Reproduce an example of a supplementary phonetic aid which has been diagnosed for a specific need, and include directions for use and evaluation of the aid.

DESCRIPTION: This module (20 pages) consists of background information, examples, and exercises in designing supplementary aids for phonetic development. A flowchart directs the learner through the module. Learning activities include: 1) reading enclosures on: a) follow-up activities, b) analysis of learner, c) phonics, d) vowels, and e) consonants; 2) observing in a classroom, noting specific phonetic needs of students; 3) conferring with instructor; 4) designing a supplementary aid and using it with an appropriate child, evaluating its effectiveness; and 5) studying examples of supplementary aids provided in the module.

EVALUATION: Self-graded preassessment and instructor-graded postassessment are provided. Instructor assessment is also based on evaluation of supplementary aid and the accompanying directions for use and evaluation.

SYSTEMATIC READING INSTRUCTION

DISTRIBUTOR: Harper & Row LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Provide the student with specific techniques for: 1) structuring a reading classroom combining open classroom and systems approach; 2) diagnosing; 3) teaching reading skills; and 4) structuring situations for daily application of reading skills.

DESCRIPTION: This book of modules (286 pages) divides related modules into 9 components: 1) **Determining Nature and Importance of Reading:** a) *Stating What Reading Is*; and b) *Listing Reading Prerequisites*; 2) **Determining Reading Differences in Children:** a) *Establishing Realistic Expectations*; b) *Determining Reading Levels*; c) *Determining Content and Recreational Reading Abilities*; d) *Identifying Stages of Developmental Reading Growth*; and e) *Diagnosing Reading Differences*; 3) **Planning for Effective Skill Instruction:** a) *Describing a Systematic Skill Program*; and b) *Teaching a Specific Reading Skill*; 4) **Envisioning a Classroom Structure**; 5) **Teaching the Word Recognition Skills:** a) *Teaching the Prerequisite Word Recognition Skills*; b) *Determining How Pupils Identify Words*; c) *Teaching Sight Word Skills*; and d) *Teaching Word Analysis Skills*; 6) **Teaching Comprehension Skills: Identifying Conditions which Influence Skills**; 7) **Im-**

plementing a Systematic Skills Program; 8) **Applying Skills in Realistic Reading Situations:** a) *Using Basal Textbooks*; b) *Using Content Area Textbooks*; and c) *Using Recreational Reading*; 9) **Organizing and Managing a Well-Rounded Program**. Five self-help quizzes are included with answer key. A self-help "wrap-up" performance, study guide for phonetic analysis, and answer sheets for modules are also included.

EVALUATION: This book of modules will be published in winter, 1973. A soft-cover workbook is printed as a temporary edition.

T

■ TALKING TOGETHER

DISTRIBUTOR: GSA LEVEL: All
COST: $27.00 AUDIENCE: Tea., Par.

DESCRIPTION: This film shows parents in a dialogue with teachers. They discover through discussion of the year's progress why an exchange of ideas between them has been essential to the child's development. 16mm/b&w/20 min.

■ TASK ANALYSIS — A USEFUL TECHNIQUE FOR ORGANIZING INSTRUCTION, James J. Vaughn, Jr.

DISTRIBUTOR: Florida LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Given a terminal performance objective applicable to the elementary classroom: 1) correctly perform a task analysis including both serial and parallel enabling objectives; and 2) construct a short written statement defending the classroom use of task analysis.

DESCRIPTION: This self-instructional module (95 pages) provides instruction in both the knowledge and practical skills necessary for competence in the technique and application of task analysis. A flowchart directs the participant through the alternatives of the module. Enabling activities include: 1) completing programmed materials on "Techniques of Task Analysis" (enclosed in module); 2) reading narrative materials provided on terms and terminology; 3) analyzing case studies; and 4) completing task analysis exercises.

EVALUATION: A diagnostic test is provided to route the user through the module. Answer sheet and key are provided. The preassessment and postassessment are provided and consist of performing and justifying a simulated task analysis.

■ TEACHER AS A CLASSROOM MANAGER, Sophia M. Reiffel

DISTRIBUTOR: IDI LEVEL: All
COST: $78.95 AUDIENCE: Tea.

DESCRIPTION: This cassette series is designed to give teachers suggestions for managing the classroom so that all children may learn well. Sophie Reiffel, the narrator, discusses planning effective classroom experiences, motivating children, solving educational problems, and making school a satisfying, successful, and enjoyable experience for both teachers and students. The topics covered in the 10 cassettes (2 sides each) are: 1) *Classroom Climate and the Learning Process*, 2) *Learning Should Be Fun*, 3) *Do You Play Favorites?*, 4) *Those Added Burdens*, 5) *Real Communication Is So Important*, 6) *Children Need Models*, 7) *Getting Them to School on Time*, 8) *Enthusiam Rubs Off*, 9) *Involving Them All*, 10) *Stifled or Encouraged*, 11) *Their Faces Tell So Much*, 12) *Awareness of Each Child as a Person*, 13) *Objective Assessment of Problems*, 14) *Do They Trust You?*, 15) *Your Voice and Actions . . . Do they "Tune In" or "Turn Off"?*, 16) *Commands and Orders or Real Involvement*, 17) *They Will Be Recognized*, 18) *Sometimes the Teacher Needs Help*, 19) *Don't Get Caught in the Middle*, and 20) *You Don't Have to Lose Face*. The complete set is contained in a vinyl album.

■ TEACHER CODES COURSE OBJECTIVES, William P. Gorth, Richard G. Allan, and Robert P. O'Reilly

DISTRIBUTOR: Massachusetts LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.,Adm., Sup.

OBJECTIVES: Given information pertaining to unit and sequence within a unit, select correct code for unit and sequence.

DESCRIPTION: This 4-page module (SPPED-220) provides instruction on developing a systematic coding system. The module is presented as a brief study assignment on the coding system followed by an exercise in the *Objective Workbook* (not included in the module). Answers to practice exercises are provided in the module.

■ TEACHER COMPETENCIES

DISTRIBUTOR: St. Scholastica LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Formulate performance objectives and suggest appropriate learning tasks; 2) demonstrate the skill of utilizing present curriculum as a vehicle in formulating life skills curriculum; 3) guide, direct, and facilitate the learning of an individual learner; 4) create an atmosphere with self-imposed responsibility, discipline, and student decision-making; 5) develop and cause to be maintained a student evaluation and record-keeping system; 6) assess the intellectual, social, physical, emotional and creative development of students; 7) demonstrate the skill of communicating with peers, parents, and students; 8) work with professionals and non-professionals for the improvement of education; and 9) structure lessons.

DESCRIPTION: This module (11 pages) develops teacher competencies in the areas listed in the objectives. Each competency (objective) has a series of terminal, instructional, and intermediate objectives that require students to demonstrate mastery in that area. Activities include: 1) writing instructional projects for a 6-weeks student-centered program and a unit that fully utilizes resources identified in the community; 2) observing a non-teacher centered program and a parent-teacher-child conference; 3) designing a learning game and a record-keeping system; 4) using student contracts with students, assessing the results in writing; 5) constructing flowcharts that show how classroom procedures could be organized; 6) interpreting results of intelligence tests; 7) making sociograms of a class; 8) conducting simulations involving students in personal value decision-making; and 9) interviewing educators about major problems in human relations in schools.

TEACHER-DIRECTED TELEVISION INSTRUCTION

DISTRIBUTOR: GSA LEVEL: All
COST: $48.75 AUDIENCE: Tea.
RENTAL: $10.00

DESCRIPTION: This film demonstrates for university and school faculties how a television facility can free the instructor from some of the restrictions inherent in traditional television presentations. The teacher is thus enabled to control by push buttons the use of the medium to best serve his purposes. 16mm/b&w/28 min.

TEACHER EDUCATION CENTER (TEC) WORKSHOP

DISTRIBUTOR: Creative Learning LEVEL: All
COST: $15.00 AUDIENCE: All

OBJECTIVES: Assist in facilitating the development of a Teacher Education Center which meets the particular needs and philosophies of the target group.

DESCRIPTION: This multi-media kit contains numerous guides, games, and simulations which can be organized in a 3-day workshop to meet the unique needs of individual groups attempting to develop a TEC. The kit encourages complete staff involvement in the workshop. The kit contains 7 basic components: 1) The **Coordinator's Guide** assists the instructor in coordinating learning options with learning needs; it contains sections on: a) Pre-Workshop Analysis Kit, b) Preliminary Decisions, c) Workshop Arrangements, d) Evaluation and Reporting, and e) Resources. 2) **The Pro's and Con's** game which provides materials for simulated discussion on issues where the participants are assigned stances; components include: a) 12 packets of discussion cards, b) observer's guide, c) debriefing cards, and d) tally sheets. 3) **Auction Catalog** game provides the opportunity to make choices from among a variety of options for enriching a TEC program; components are: a) Coordinator's Guide, b) auction catalogues, c) participant number cards, d) sale record forms, and e) budget and bidding record sheets. 4) **Centering: A Game for Change** is a simulation game on planning; components are: a) cassette tape, b) debriefing cards, c) role cards, and d) player pad of simulation sheets. 5) **Feedback Process Monitoring Cards** allow categorizing statements of individual members or groups. 6) **Priority Planner Form** and special pencil is used in discussion group sessions. 7) **Task Force Worksheets** are used throughout workshop as TEC is developed to fit individual needs. These workshop components are used along with lecture sessions, buzz groups, and question and answer periods. Completion time: 3 days.

TEACHER GUIDE FOR SELF-APPRAISAL, Kenneth E. Shibata

DISTRIBUTOR: V.I.P. LEVEL: All
COST: $2/pkg.; AUDIENCE: Tea.
$10/sound-filmstrip

OBJECTIVES: Write and classify instructional objectives from performance goals; and 2) apply the system for teacher self-appraisal.

DESCRIPTION: This learning package (52 pages) provides 4-part instruction to assist teachers in self-appraisal. Part I, **Objectives**, introduces objectives that utilize Bloom's Taxonomy and provides exercises in the writing of educational goals, educational objectives, and instructional objectives. Part II, **Critiquing Goals and Objectives**, introduces the Instrument for Teacher Self-Appraisal and provides exercises to assist in using the instrument. Part III, **Instrument for Teacher Self-Appraisal,** allows the user to apply what has been learned in Parts I and II, giving special emphasis to techniques for self-appraisal. Part IV consists of a **Bibliography** and 3 appendices — 1) "Instructional and Institutional Variables," 2) "Program Goals and Objectives," and 3) "Cognitive and Affective Domains." An optional sound-filmstrip, *Teacher Self-Appraisal*, is available to supplement the package. The sound-filmstrip (13 minutes/49 frames) may be used as an introduction to the package, as it contains a review of the research study conducted by the Video Inservice Program staff and interviews with school personnel who have used the process in their schools.

TEACHER IMPACT: CLASSROOM CLIMATE

DISTRIBUTOR: IDI LEVEL: All
COST: $78.95 AUDIENCE: Tea.

DESCRIPTION: This cassette series is a symposium presentation dealing with the dynamics of teacher-student interaction. Nine authorities look at the impact of the teacher and make suggestions on providing a classroom climate which takes into account each student as a person. The following topics are covered in the 10 cassettes: 1) *Classroom Climate* (Quaranta), 2) *Teacher Talk*(Hough), 3) *Classroom Climate and the Learning Process* (Reiffel), 4) *The Teacher's Conscious Use of Self in the Classroom* (Edwards), 5) *Teacher Non-Verbal Behavior* (Galloway), 6) *Creativity in the Classroom* (Koste), 7) *The Teacher as a Person* (Gore), 8) *The Student as a Person* (Gore), 9) *Their Faces Tell So Much* (Reiffel), 10) *Awareness of Each Child as a Person* (Reiffel), 11) *A New Look at the Child* (Galloway), 12) *Building More Adequate Self Concepts in Children* (Orr), and 13) *Who Is a Good Teacher* (Cruickshank). The set is contained in a vinyl album.

TEACHER IMPROVEMENT KITS

DISTRIBUTOR: IAS LEVEL: Elem.
COST: $3.00 per kit AUDIENCE: Tea.

OBJECTIVES: Given a specific instructional objective and a set of background information, teach a 15-minute lesson that: a) accomplishes lesson objectives; and b) isof interest to learners.

DESCRIPTION: Participants use one or more of the kits and plan a 15-minute minilesson for children or adults. Following the lesson, a set of posttests and an interest rate scale are administered to students to test effectiveness of the lesson. If teacher is unsuccessful on either indicator, a series of specific suggestions are offered. A second lesson is taught and a second set of posttests are administered. Three kits are available for adult teaching, 2 on reading with 3 minilessons each for children (K-3 and 4-6) and 2 on comprehension with 6 minilessons each for same grades.

EVALUATION: No pretest is available. Participants' effectiveness in teaching lesson is judged by learner posttest and interest scale rating.

TEACHER-PARENT COMMUNICATION INSERVICE TRAINING KIT

DISTRIBUTOR: Kansas-SEIMC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Par.

OBJECTIVES: 1) Use the remedial tool — Teacher-Parent Communication Program — to help children overcome social and academic problems; and 2) train other teachers to use this tool.

DESCRIPTION: This training package is designed to familiarize participants with the Teacher-Parent Communication Program. The kit contains: 1) a notebook, 2) cassette tape, 3) transparencies, and 4) a 16mm film (available from Regional SEIMC/RMC.) The package uses simulated activities, group discussions, and visual presentations to introduce the program that helps teachers and parents work together to improve a child's school performance. The program is a simplified token-economy system that encourages the child to develop self-discipline and better academic performance through the exchange of home privileges for acceptable school behavior. The program operates on a daily report card system; thus the child and parent receive continuous feedback about social and academic performance. Completion time: 5 hours.

TEACHER-STUDENT INTERACTION, Hugh Baird and Elaine K. Smith

DISTRIBUTOR: BYU-HS LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Become acquainted with Flanders Interaction Analysis System and other systems of interaction analysis and use in own project.

DESCRIPTION: This module (49 pages) utilizes: *Role of the Teacher in the Classroom* (Amidon and Flanders), *Improving Teaching* (Amidon and Hunter), library articles on interaction analysis, *Introduction to Interaction Analysis* (a flip-chart), and *Interaction Analysis-Introduction* (tape). Lessons include: 1) **Getting Acquainted with You and Your Teaching**; 2) **Interaction Analysis**; 3) **Teacher-Pupil Interaction: Self Analysis**; 4) **Using Modified Analysis Systems**; 5) **Interaction Analysis: Reading Report**; 6) **Interaction Analysis Quest**; 7) **Teacher-Pupil Behavior Change**. Lesson 1 is a 4-page "Teacher Information Form" to be completed by participant. Remaining lessons include: a) objectives, b) preassessment, c) ideas to be learned, d) learning activities, and e) evaluation. A contract form allows student to complete 6 lessons or do all 7 for a higher grade.

EVALUATION: Lessons 2, 3, and 4 contain preassessment. Lesson 2 requires an exam on interaction analysis (not in module). "Course Completion Form" is included.

Part of Series: **Analysis of Inservice Problems**

TEACHER TALK STRATEGIES, Dave Fraser

DISTRIBUTOR: WWSC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Task I: list and define 5 kinds of teacher talk patterns; Task II: 1) identify and code patterns exhibited in print context and videotape sample of personal teaching performance; 2) compute percentage of each pattern in video performance; 3) construct teacher talk profile on performance; 4) interpret talk profile in terms of "traditional-typical-inquiry-oriented" continum of teaching strategies; Task III: 1) identify desired behavioral changes in teaching performance; and 2) demonstrate these changes being made in videotaped teaching performance.

DESCRIPTION: This module (6 pages) is divided into three tasks with performance criterion listed for each. The criterion are based on *Guided Self Analysis* materials developed by Theodore W. Parsons (not included in module).

TEACHER TELE TIPS

DISTRIBUTOR: GPNITL LEVEL: All
COST: $160 w/o television rights AUDIENCE: Tea.
RENTAL: $15/1 week w/o television rights

DESCRIPTION: This animated film describes how the teacher can integrate television-viewing into the classroom. It outlines: 1) the proper physical arrangement of the room to maximize viewing for each student; 2) the methods of selecting series that will be most beneficial to the students; and 3) the utilization of the telecourse within the class. A fold-out manual is available for use with this film. This material is available as a film (16mm/color/20 min.) or as a videocassette.

TEACHERS AT THE CENTER

DISTRIBUTOR: Time/Life LEVEL: Elem., Mid.
COST: $250/indiv.films; $1,000/series AUDIENCE: Tea.
RENTAL: $30/indiv. films;$125 (series)

DESCRIPTION: In this film the Nuffield Mathematics Teaching Project is shown developing a Teachers Center to prevent the isolation of teachers in the classroom with only inadequate help from books and other written sources. At the center, teachers can discuss problems and solutions with others, experiment with materials, and gain confidence in their methods before using them in class. The question of "how do I begin?" is also answered in this film, which concludes with these points: 1) there is no mysterious new subject called "modern math"; there are only new, interesting ways to present it; 2) there is no dogma; there are many good ways of teaching so long as they make children think for themselves; and 3) the beginning must be made slowly. 16mm/b&w/30 min.

Part of Series: **Children and Mathematics**

TEACHER'S LOUNGE

DISTRIBUTOR: Educ. Design LEVEL: All
COST: $2.50/1 copy; AUDIENCE: Tea.
$2.25/2-5 copies; $2.10/6 or more copies

DESCRIPTION: This teaching game is designed to enhance an understanding of how to diagnose learning skill problems. The game focuses on 6 skill areas: 1) conceptual, 2) motor, 3) attention, 4) automatic, 5) auditory receptive, and 6) visual receptive. The game can be played by any number from 1 to 6. Situation cards present a vignette of a child with a learning problem. Player must correctly diagnose problem in one of 6 areas. Correct answers and feedback are provided on back of card.

TEACHING, William Capie

DISTRIBUTOR: Georgia LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Develop as many teaching techniques and skills as possible that are compatible with participant's style and apply them in order to produce learning in children.

DESCRIPTION: This module (37 pages) focuses on interaction involving the teacher. A flowchart directs the participant through the module. Learning activities include: 1) attending a seminar; 2) reading enclosure, "Varying the Stimulus Situation" (4 pages); 3) viewing slide/tape on stimulus variation; 4) planning lessons for a group of children and teaching the lesson to a group of children; 5) completing exercises and reading on focus sheets on "Planning Questions," "Classroom Interaction," "Using Silence and Non-Verbal Cues," and "Reinforcement."

EVALUATION: Instructor evaluation of lesson plans and analysis. A revised version of this module is being prepared for the winter quarter, 1973.

Part of Series: **Teaching Elementary Science: A Modular Approach**

TEACHING I, Howard L. Jones and Richard Bain

DISTRIBUTOR: Houston Tea.Cen. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Describe learning and teaching in terms of pupil behavior; 2) construct behavioral objectives for lessons; 3) distinguish between appropriate and inappropriate evaluation devices; 4) construct lesson plans using agreed-upon format; 5) receive first videotape feedback on teaching; 6) classify learning objectives using the Bloom scheme; 7) use higher order questions in teaching situation; 8) use set induction techniques in teaching situation; 9) use stimulus variation in teaching: a) focusing, b) pausing, c) movement, d) shifting sensory channels; 10) use reinforcement techniques in teaching: a) positive, b) qualifying, and c) delaying; 11) use relaxes and appropriate non-verbal communication patterns; and 12) demonstrate legible handwriting.

DESCRIPTION: This module cluster consists of the following modules: 1) **Writing Objectives**; 3) **Developing Lesson Plans**; 3) **Initial Teaching Analysis**; 4) **Identifying Higher Order Questions**; 5) **Asking Higher Order Questions**; 6) **Using Set Induction**; 7) **Stimulus Variations**; 8) **Using Reinforcement Techniques**; 9) **Non-Verbal Mannerisms**; and 10) **Demonstrating Legible Handwriting**. These modules provide students with basic instructional strategies and skills. The enabling activities for the first 3 modules consist primarily of viewing filmstrip presentations in addition to reading certain materials written by the module developers. The enabling activities for the remaining seven modules consist of reading materials from Sanders, the General Learning Corporation, and B-2 Modules from Florida Department of Education.

EVALUATION: Preassessment test is provided for each module with the exception of module 3. The postassessment tests for modules 1 and 4 evaluate students' competencies at the cognitive level. The postassessment for module 3 requires that student attend to feedback he receives on a videotape of his teaching. The remaining posttests evaluate competence at the performance level.

■ TEACHING II, Howard L. Jones et al.

DISTRIBUTOR: Houston Tea.Cen. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Identify in simulated settings attending behavior on the part of pupils; 2) use probing questions in teaching situations; 3) use divergent questions in teaching situation; 4) code and interpret the coding of classroom interaction analysis tools; 5) implement any chosen strategy or interaction pattern in a teaching situation; 6) describe classroom management techniques from the point of view of group unity and group standards; and 7) in simulated and real situations, demonstrate classroom management techniques which: a) maintain or restore group morale, b) handle group conflict, and c) minimize future classroom management problems.

DESCRIPTION: This module cluster consists of these modules: 1) **Communication and Attending Behavior**; 2) **Using Probing Questions**; 3) **Using Divergent Questions**; 4) **Analysis of Teaching Behavior**; and 5) **Classroom Management**. These modules provide students with techniques for fostering a classroom environment in which learning can occur, and with questioning strategies which encourage pupils to think analytically. These modules also present students with methods for determing pupil attention levels and identifying classroom interaction patterns in increasing order of emphasis. The enabling activities for these modules include: a) viewing films, b) participating in both simulation and seminar activities, and c) reading materials produced by the module developers, the General Learning Corporation, and B-2 Modules from Florida Department of Education.

EVALUATION: Preassessment tests are provided for modules 2, 3, and 5. The postassessment test for module 1 requires that students demonstrate the cognitive behaviors defined in module objectives. The postassessment tests for modules 2 and 3 evaluate competencies at the performance level. The remaining 2 modules evaluate students at both cognitive and performance level.

■ TEACHING: A COURSE IN APPLIED PSYCHOLOGY, Wesley C. Becker, Siegfried Engelmann, and Don R. Thomas

DISTRIBUTOR: SRA LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Coun.

OBJECTIVES: 1) Structure teaching sequences to teach concepts and operations that will be usable outside the classroom; and 2) use behavioral consequences to reduce classroom problems of management or motivation and to strengthen desired classroom behavior.

DESCRIPTION: This programmed text (500 pages) teaches the principles underlying new teaching technologies. The text consists of 3 major sections: 1) **Behavior Modification**, 2) **Concepts and Operations**, and 3) **Implications and Applications**. Topics covered in the 32 units forming these 3 major sections include: a) reinforcement, b) punishment, c) extinction, d) classroom management, e) conduct problems, f) concept analysis, g) attention signals, h) prompting, i) corrections, j) intelligence and testing, and k) problem-solving behavior. The text provides lesson narratives, programmed exercises, discussion questions, and projects for practice in use of the procedures. The course organization is designed to operate without lectures and can be self-paced or leader-paced with student or former student group leaders.

EVALUATION: Exercises are self-graded with answers to all exercises provided. Criteria of evaluation have been established and control the participant's progress through the text.

■ TEACHING A DIRECTED READING LESSON, Ira E. Aaron

DISTRIBUTOR: Georgia LEVEL: E. Ch., Elem.
COST: $.40 AUDIENCE: Tea.

OBJECTIVES: 1) Prepare a plan for a directed reading lesson: 2) relate in writing agreements and disagreements in lesson plan patterns of 3 basal reader series; and 3) demonstrate the teaching of a directed reading lesson effectively.

DESCRIPTION: This module (8 pages) develops the 6 steps of directed reading. Learning alternatives include: 1) viewing a kinescope of a directed reading lesson; 2) attending a 2-hour workshop; 3) reading selections in *Teaching Word Recognition Skills* (Aaron), *Teaching Comprehension Skills* (Aaron, Callaway, & Simpson), and "Lighting — Its Wonder and Danger" (provided in module/4 pages); and 4) teaching a directed reading lesson in an actual or simulated situation.

EVALUATION: An objective posttest is required but is not provided. Proficiency is also measured by observation of actual or simulated teaching.

■ TEACHING AND LEARNING: GRADES 1- 2

DISTRIBUTOR: ACI LEVEL: Elem.
COST: $200.00 AUDIENCE: Tea.

DESCRIPTION: Filmed in the Riverdale Presbyterian School in Bronx, New York, this film shows the inquiry approach to teaching as applied in grades 1-2. The students work with hand puppets and murals which they have painted to develop the story of Christ and the sick man. Through these activities and a discussion on prayer, the teacher and students demonstrate effective traits of the inquiry approach:

teacher preparation, selection of materials, arrangement of rooms, minimization of lecture, and selection of learning experiences which allow each child to learn at his own rate. 16mm/color/17 min.

Part of Series: **Teaching and Learning**

■ TEACHING AND LEARNING: GRADES 3-4

DISTRIBUTOR: ACI LEVEL: Elem.
COST: $240.00 AUDIENCE: Tea.

DESCRIPTION: This film demonstrates how 3 teachers cooperatively adapt methods of the inquiry approach for students in grades 3 and 4. A unit on the Ten Commandments is developed from beginning to end. Students are shown engaging in a variety of activities: making transparencies, creating pantomimes, role-playing, singing, and using free art expression. Various techniques of effective teaching are shown: use of charts in discussion, small group work with teacher guidance, and use of reviews and summaries. 16mm/color/21 min.

Part of Series: **Teaching and Learning**

■ TEACHING AND LEARNING: GRADES 5-6

DISTRIBUTOR: ACI LEVEL: Elem.
COST: $240.00 AUDIENCE: Tea.

DESCRIPTION: This film presents a team of teachers cooperatively applying the inquiry approach with a group of 5th and 6th graders. Teachers work together planning the lesson on the "Political Divisions of Israel." Students are shown as they are introduced to the unit through the text, and then as they develop various projects which include building time ladders, preparing dramatizations, and engaging in debates. The teachers are also shown during a critique session held after the unit in which they analyze their successes and failures. 16mm/color/21 min.

Part of Series: **Teaching and Learning**

■ TEACHING AND LEARNING: GRADES 7-8

DISTRIBUTOR: ACI LEVEL: Mid.
COST: $240.00 AUDIENCE: Tea.

DESCRIPTION: This film shows 2 teachers working cooperatively in applying the inquiry approach with a class of 7th and 8th graders. The unit, on the study of Amos, is covered from introduction to conclusion. Effective techniques in the inquiry approach are demonstrated: encouragement of freedom, guidance through questioning, exploration of the meaning of new terms, and active discussion. The children are shown engaged in a variety of activities: making transparencies, creating a film story, drawing a timeline, and presenting ideas through montages and panel discussions. 16mm/color/22 min.

Part of Series: **Teaching and Learning**

■ TEACHING AS A PROFESSION, Hayden Smith

DISTRIBUTOR: C.S.U.-San Diego LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Provide information and nomenclature concerning teacher rights and responsibilities, and apply this information as it relates to authority sources and court cases; and 2) provide information and nomenclature concerning teacher legal negligence and apply this knowledge in interpreting a variety of school situations.

DESCRIPTION: This module cluster (54 pages) contains two modules: 1) **Teacher Rights and Responsibilities** and 2) **Law of Negligence**. Each module contains pre- and postassessments, a list of instructional objectives, and instructional alternatives for each objective. Completion time: 1) 3 to 5 hrs. and 2) 3 hrs.

EVALUATION: Pencil-and-paper pre- and postassessments with answer sheets are included in each module.

■ TEACHING BY DISCOVERY, Mary Ann Byrne

DISTRIBUTOR: Georgia LEVEL: Elem.
COST: $.80 AUDIENCE: Tea.

OBJECTIVES: 1) Demonstrate thorough knowledge of the discovery process, and 2) construct and teach a discovery lesson.

DESCRIPTION: This module (37 pages) consists of 8 sections: 1) **The Nature of Learning by Discovery**, 2) **Abstracting and Generalizing**, 3) **The Concept of Subverbal Awareness**, 4) **Lessons I & II Revisited**, 5) **Additional Sample Lessons**, 6) **Maxim for Teaching by Discovery**, 7) **Answers to Previous Questions**, 8) **Planning a Discovery Lesson**. Results on the pretest routes the user through the module. Learning activities include: a) participating in 2 discovery lessons; b) completing exercises (answers provided); c) reading instructional narrative; d) discussing lessons in which the participant took part; e) planning a discovery lesson; and f) teaching the discovery lesson.

EVALUATION: A pretest is required but is not provided. Final evaluation is based on teaching plan and performance.

Part of Series: **Mathematics Education**

■ TEACHING BY EXPERIMENT, William Capie

DISTRIBUTOR: Georgia LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Use activities that develop skills required in conducting an experiment when teaching elementary science; and 2) use experiments and the related skills to develop concepts when working with children.

DESCRIPTION: This module (16 pages) helps the participant identify significant characteristics of an experiment, so that he can help children develop the skills needed to conduct an experiment. A flowchart directs the participant through the module. Learning activities include: 1) completing "Conducting an Experiment" activities with classmate; 2) conducting an experiment on an assigned topic; 3) discussing results of experiment with instructor; 4) reading and discussing questions in module with a classmate; and 5) reading suggested materials.

EVALUATION: The revised version of this module will be available for the winter quarter, 1973.

Part of Series: **Teaching Elementary Science: A Modular Approach**

■ TEACHING FOR MASTERY, James R. Okey and Jerome L. Ciesla

DISTRIBUTOR: Indiana-NCDTMTE LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Understand and apply the 5-point plan for implementing mastery instruction in a number of hypothetical situations; 2) demonstrate skills in sequencing objectives for optimum mastery of course objectives; and 3) demonstrate skills in preparing and analyzing both formative and summative tests.

DESCRIPTION: This module (125 pages) is designed for both preservice and inservice training. Participants may work alone or in groups. The program is divided into 6 sections; each contains instructions, objectives, practice exercises with exemplary materials, self-tests, and test answers. 1) **A Plan for Mastery Teaching** introduces the 5-point plan for implementing a mastery learning program; this plan is based on Bloom's theory of *mastery learning* which states that most students can master the material in a course. 2) **Identifying and Sequencing Objectives** provides information on where to locate objectives without writing them and also provides instruction and practice in creating sequenceing arrangements for thinking skills. 2) **Developing Evaluation Measures** gives suggestions on preparing test items. 4) **Identifying Learning Difficulties** describes and provides practice in methods of determining performance of students and their learning difficulties, as well as developing methods of recording and scoring tests. 5) **Prescribing Instruction** develops skills in determining why students fail and in planning strategies for corrective instruction. 6) **Measuring the Effects of Mastery Teaching** describes methods and provides practice in analyzing the degree of effectiveness of the mastery teaching implementation. Completion time: 4 hours.

EVALUATION: A pretest is provided to test the participants skill in writing performance objectives (a prerequisite for this module). Self-tests are provided for each section, and results of these tests determine when the student moves to the next section. A report on the effects of studying this module in terms of pupil learning is included in *Report #2 of The National Center for the Development of Training Materials in Teacher Education.*

■ TEACHING INTERVIEW, Bob Adams

DISTRIBUTOR: NETCHE LEVEL: All
RENTAL: $60.00 AUDIENCE: Tea.

DESCRIPTION: This 3-lesson instructional sequence prepares beginning teachers for their first teaching interview. The 3 lessons include: 1) **Preparation**, 2) **Interview**, and 3) **Critique**. Preparation for an interview is examined, and an unrehearsed interview is observed and critiqued. Topics presented include: 1) the screening interview, 2) the selection interview, 3) do's and don'ts of letters of application, 4) steps for making applications, 5) criteria for preparing an interview, and 6) illustration of interview questions. The presentations are available on 1 inch and 1/2 inch color videotape.

■ TEACHING IS LISTENING, W. J. J. Gordon and Tony Poze

DISTRIBUTOR: SES LEVEL: All
COST: $5.00 AUDIENCE: Tea.

DESCRIPTION: This programmed text (97 pages) is the basic text for teacher training activities in the Synectic Education System based on stimulating the creative process. Units show how to develop synectics metaphorically-based written materials. Emphasis is on asking questions that ellicit metaphorical (connective) responses. Evaluation techniques are discussed, as well as ways of adding the Synectics approach to existing curricula and texts.

■ TEACHING KIT, Charles E. Gray

DISTRIBUTOR: ISU LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Combine the social sciences and pedagogical knowledge and skills into a unified, coherent, and personal set of strategies, activities, and materials (a teaching kit) which he can effectively utilize in a classroom.

DESCRIPTION: This module (25 pages) recommends a series of specific steps or procedures that the trainee might follow in developing his teaching kit. It also specifies the types of material that might be included in a typical teaching kit. Module topics include: 1) **Formation of Objectives**, 2) **Strategies, Activities, Materials and Evaluation**, 3) **Alternative Modes of Inquiry**, 4) **Model Teaching Strategies**, 5) **Sample Curriculum Project Materials**, 6) **Completed Teaching Kit**, 7) **Format for Course Overview**, and 8) **Format for Course Unit.**

Part of Series: **A Model Elementary Teacher Education Program for Social Science Majors**

■ TEACHING LANGUAGE ARTS: DIAGNOSING ELEMENTARY READING ABILITY, Leo A. Cohen

DISTRIBUTOR: Buffalo T.C. LEVEL: Elem.
COST: No Charge AUDIENCE: Tea., Coun.

OBJECTIVES: 1) Define reading as a complex process; 2) identify the most important symptoms related to the pupil's reading disabilities and formulate a prognostic hypothesis of the causes for the identified symptoms of disability; and 3) administer appropriate diagnostic tests and write a comprehensive summary of the diagnostic findings in terms of the pupil's strengths and weaknesses in reading.

DESCRIPTION: This modular component package consists of 3 module clusters: 1) **Understanding the Reading Process as Precursor to Analysis of Reading Ability** (11 pages/4 modules), 2) **Identification of the Symptoms and Causality of Reading Difficulty and Failure** (6 pages/2 modules), and 3) **Diagnosing Reading Ability** (22 pages /7 modules). Learning activities include: a) attending class sessions, discussions groups, and demonstrations; b) reading assigned materials; c) listening to taped presentations (not provided) and completing accompanying exercises; d) viewing videotapes which accompany modules (not provided); d) surveying textbooks; f) designing own instructional activities; g) conducting an initial screening interview with the elementary child; h) observing a pupil, noting symptoms of reading disability on the "Reading Skills — Task Grid"; i) given a case study of a child with reading difficulties or a child, conducting a diagnostic observation and identifying major causes for reading disability; j) assigning correct reading tests to correct diagnostic levels; k) working with pupil to obtain information on Personal Data Record; m) administering Informal Reading Inventory and the Durell Analysis of Reading Difficulty and summarizing findings; n) chosing a suitable diagnostic instrument to measure the reading ability of the child; and o) preparing and presenting a summary of diagnostic findings. Enclosures in the package include all written pretests and "Reading Analysis Diagnostic Summary Form" (11 pages).

EVALUATION: Written pretests are provided whenever they are required. Posttests are similar to pretests but are not provided. Criteria for evaluation are provided.

■ TEACHING LANGUAGE ARTS IN THE ELEMENTARY SCHOOL, Leo A. Cohen, Robert L. Arends, and R. Mixon

DISTRIBUTOR: Buffalo T.C. LEVEL: Elem.
COST: No Charge AUDIENCE: Tea.

OBJECTIVES: 1) Plan, teach and evaluate strategies in teaching basic skills in: a) listening, b) oral language, c) spelling, d) handwriting, and e) grammar — written and oral.

DESCRIPTION: This modular component package consists of 5 module clusters: 1) **Listening Skills in the Elementary School** (11 pages/7 modules); 2) **Oral Language in the Elementary School** (10 pages/4 modules); 3) **Spelling in the Elementary Classroom** (8 pages/6 modules); 4) **Handwriting for Elementary Grades** (7 pages/4 modules); and 5) **Grammar — Syntax** (11 pages/7 modules). Learning activities include: a) self-analyzing listening behavior as a teacher, using tape recordings and Green and Petty's informal analysis; b) attending seminars and discussions; c) administering standardized tests measuring listening skills of a class; d) preparing and teaching separate lessons developing listening skills, evaluation, auditory acuity, a 6-step model listening lesson, oral language, spelling, handwriting, and corrective/developmental grammar; e) developing listening aids and using it with a class; f) summarizing recent research on listening; g) evaluating oral language ability of 5 students; h) viewing the film, *The Speech Chain*; i) making a file of spelling games and activities; j) making a longitudinal study of 3 students' spelling habits; k) reading assigned materials; and l) analyzing handwriting and language deviations in a class. Enclosures are: "Language Usage Survey" form (2 pages), "Pupil Oral Language Survey" form (2 pages), "Teacher's Self-Evaluation of Oral Language in Class" form, "Handwriting Evaluation" form (1 page), and several selected bibliographies.

EVALUATION: Instructor evaluation of lesson plans, teaching demonstrations, and submitted projects.

■ TEACHING LANGUAGE ARTS IN THE ELEMENTARY SCHOOL, William D. Mignogna

DISTRIBUTOR: Glass T.C. LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Identify the areas the language arts focus on in the elementary school; 2) analyze and synthesize the expressive and receptive skills as they relate to the language arts program; 3) demonstrate a knowledge of and skill in the use of techniques and materials for teaching the language arts; 4) relate the application of mastery of the language arts with school success, personal development, and social living; and 5) recognize children with communicative disorders, provide some remedial activities, and use referral procedures for severe cases.

DESCRIPTION: This module cluster (12 pages) consists of 5 modules (TLA: 004.01-.05): 1) **Identifying the Language Arts**, 2) **Analyzing the Language Skills**, 3) **Using Techniques and Materials for Teaching the Language Arts**, 4) **Relating the Language Arts to "Success,"** and 5) **Identifying Communicative Disorders, Providing Remediation and Referral**. Each module contains objectives, preassessment procedures, instructional activities, postassessment procedures, and remediation. Instructional activities include: a) reading assigned materials, b) viewing and listening to assigned films, filmstrips, and audiotapes; c) attending seminars; d) observing lessons; and e) conferring with the instructor.

EVALUATION: Preassessments are mainly student-instructor interviews; however, one module requires a written paper. Postassessment procedures vary: written papers, videotapes of teaching performance, conferences with instructor, and lesson plans. Steps for remediation are provided.

■ TEACHING LANGUAGE ARTS — PHASE I, John R. Dixon and Robert Arends

DISTRIBUTOR: Buffalo UUTEP LEVEL: Elem.
COST: No Charge AUDIENCE: Tea.

OBJECTIVES: 1) Demonstrate skills in developing listening, spelling, handwriting, and creative writing; 2) develop understanding of children's literature; and 3) learn several approaches to reading.

DESCRIPTION: This modular component package consists of 6 module clusters: 1) **Listening Skills in the Elementary School** (9 pages/5 modules), 2) **Children's Literature in the Classroom** (7 pages/5 modules), 3) **Spelling in the Elementary Classroom, 2-6** (6 pages/4 modules), 4) **Handwriting in the Elementary Classroom** (5 pages/ 3 modules), 5) **Creative Writing** (5 pages/3 modules), and 6) **Reading Instruction in the Elementary Classroom** (10 pages/6 modules). Learning activities include: a) attending seminars and instructor demonstrations; b) role-playing; c) reading suggested materials; d) administering an informal listening assessment to a student, a word recognition test to 3 pupils, and a phonics survey to a class; e) observing in a classroom; f) demonstrating use of 3 literature kits; g) reviewing children's literature at primary and intermediate levels; h) summarizing current research on listening skills; i) making a bibliography of literature selected for a certain grade level; j) surveying text series and teaching manuals for spelling; k) making files of spelling games and activities (original and commercial) and pictures appropriate for stimulating composition; l) previewing films/filmstrips on creativity; m) making a longitudinal study of 3 pupils' spelling skills; and n) analyzing handwriting of 3 pupils. Enclosures include: "A Bibliography for Teaching Reading"(2 pages), "Readability Formula" (1 page), and "Dale-Chall Word List" (1 page).

EVALUATION: No preassessments are required. Postassessments consist of written reports and skill demonstrations. Criteria for evaluation are provided.

■ TEACHING LANGUAGE ARTS — PHASE II, John R. Dixon, Donald O'Brien, and Robert Arends

DISTRIBUTOR: Buffalo UUTEP LEVEL: Elem.
COST: No Charge AUDIENCE: Tea.

OBJECTIVES: 1) Plan, implement, and evaluate teaching strategies in: a) oral language development, b) listening skills, c) literature, d) spelling, e) handwriting, and f) creative writing; and 2) develop and present mini-lessons on specific reading skills.

DESCRIPTION: This modular component package consists of 7 module clusters: 1) **Oral Language Development** (5 pages/3 modules), 2) **Listening Skills in the Elementary School** (9 pages/4 modules), 3) **Children's Literature in the Classroom** (4 pages/2 modules), 4) **Spelling in the Elementary Classroom, 2-6** (4 pages/2 modules), 5) **Handwriting in the Elementary Classroom**(4 pages/2 modules), 6) **Creative Writing** (4 pages/2 modules), and 7) **Reading Instruction in the Elementary Classroom** (10 pages/8 modules). Learning activities include: a) preparing lesson plans in each subject area listing in objectives, teaching the lessons, and obtaining feedback; b) attending seminars and demonstrations; c) analyzing oral reading difficulties using *Harris' Oral Reading Checklist;* d) preparing a taped story for developing children's listening skills; e) constructing a teaching aid to develop listening skills and 5 teaching aids to develop reading through the language experience approach; f) role-playing; g) reading assigned materials; h) developing activities to correct student's writing difficulties; i) developing a longitudinal corrective reading program for 1-4 students; j) making 2 home visits to confer with parents; k) listening to recording by Roach Van Allen on the language experience approach to reading; and l) demonstrating 3 reading kits and/or machines. Enclosures consist of: "Oral Reading Checklist" (Harris/1 page) and "Listening Post Ac-

tivities for Comprehension'' (2 pages).
EVALUATION: No preassessments are required. Postassessments are instructor-evaluation of lesson plans, teaching demonstrations, and projects.

■ TEACHING MACHINES AND PROGRAMMED LEARNING

DISTRIBUTOR: GSA LEVEL: All
COST: $50.25 AUDIENCE: Tea.
RENTAL: $10.00

DESCRIPTION: This film presents B. F. Skinner explaining the theory of programmed learning. Arthur Lumsdaine describes a variety of teaching machines and programmed materials. Robert Glasser discusses the implications of such machines and materials for education. 16mm/b&w/29 min.

■ TEACHING MATHEMATICAL IDEAS, Mary A. Byrne et al.

DISTRIBUTOR: Georgia LEVEL: All
COST: $.80 AUDIENCE: Tea.

OBJECTIVES: 1) Give an argument that illustrates each of the following kinds of reasons: a) experience, b) custom and/or tradition, c) deduction, d) plausible reasoning, e) authority, and f) induction; 2) given an appropriate topic in arithmetic, write test items measuring: a) computational skill, b) comprehension, c) application, and d) analysis; 3) know a variety of practical ways to plan a lesson, start a lesson, develop the ideas in the lesson, and encourage student participation; and 4) plan, carry out, and evaluate a mathematical lesson.

DESCRIPTION: This module (36 pages) has 4 sections of activities: 1) **Reasons for Belief**, 2) **Stating and Testing Objectives**, 3) **Planning Mathematics Lessons**, and 4) **Performance Evaluation**. A self-graded pretest is provided and routes the user to specific sections of the module for mastery. Learning activities include: a) completing exercises; b) reading and viewing materials from a reference list; and c) teaching in a classroom.

EVALUATION: Self-graded pretest is provided. A posttest is required, but not provided.

■ TEACHING MEASUREMENT IN THE PRIMARY GRADES, Mary Ann Byrne et al.

DISTRIBUTOR: Georgia LEVEL: Elem.
COST: $1.30 AUDIENCE: Tea.

OBJECTIVES: Demonstrate proficiency in using several measurement skills; and 2) outline activities for developing children's measurement skills.

DESCRIPTION: This module (83 pages) contains content and methods that may be used in elementary mathematics instruction on the topics of measurement. A preliminary evaluation determines which parts of the module the participant needs to complete. Learning activities include: a) completing task exercises (answers provided); b) discussing basic concepts; c) reading study material provided in the module; d) working with individual students or groups, developing measurement concepts and skills; e) reading suggested references; f) working with a number of measurement materials — Cusenaire rods, geoboards, tiles, strings, kits, and boxes; and g) teaching measurement skills to a class.

EVALUATION: The preliminary evaluation routes the user to required portions of the module. All exercises are self-graded.
Part of Series: **Mathematics Education**

■ TEACHING MULTIPLICATION AND DIVISION OF FRACTIONAL NUMBERS, Mary Ann Byrne et al.

DISTRIBUTOR: Georgia LEVEL: Elem.
COST: $1.00 AUDIENCE: Tea.

OBJECTIVES: 1) Demonstrate skills of multiplying and dividing fractional numbers; and 2) show proficiency in teaching techniques needed to present multiplication and division of fractional numbers to children.

DESCRIPTION: This module (55 pages) is organized as a series of learning situations each of which relates to a specific objective concerning content and methods of teaching multiplication and division of fractional numbers. A module guide directs the participant through the module. Performance on the pretest determines which sections of the module are required. Learning activities include: a) completing self-check exercises (answers provided); b) studying sample problems; c) developing mathematics problems; and d) demonstrating teaching performance. Reading references are provided.

EVALUATION: A sample pretest is provided in the module. An instructor-graded pretest (not provided) is required to guide the participant through the module. A content posttest is also required but is not provided. Evaluation of teaching performance is also required.
Part of Series: **Mathematics Education**

■ TEACHING NUMERATION IN THE PRIMARY GRADES, Mary Ann Byrne et al.

DISTRIBUTOR: Georgia LEVEL: Elem.
COST: $.80 AUDIENCE: Tea.

OBJECTIVES: Demonstrate understanding of concepts and teaching methods in the following areas: a) one-to-one correspondence, b) sets, c) Hindu-Arabic numeration system, d) polynominal form notation, e) place value, and f) decimal fractions.

DESCRIPTION: This module (20 pages) consists of 9 separate tasks, each of which has its own specified objectives. A pretest determines which tasks the participant needs to complete. Each task consists of: 1) references for the participant to read, 2) self-contained instructional exercises, and 3) suggested student activities for the participant to apply in the classroom.

EVALUATION: A pretest (not provided) routes the participant through the module. A posttest is required but not provided.
Part of Series: **Mathematics Education**

■ TEACHING OF MATHEMATICS, Eunice Benford et al.

DISTRIBUTOR: Buffalo T.C. LEVEL: Elem.
COST: No Charge AUDIENCE: Tea.

OBJECTIVES: 1) Use correctly terminology and laws associated with the teaching of mathematics; 2) construct a diagnostic instrument, administer it, and ascertain the results; and 3) plan and teach a mathematics unit to pupils.

DESCRIPTION: This module component package (CMM:101-103) consists of 3 module clusters: 1) **Ter-**

minology and Laws of Mathematics (8 pages/4 modules); 2) **Diagnosing in Mathematics** (10 pages/8 modules); and 3) **Approaches to Teaching Mathematics** (10 pages/8 modules). Learning activities include: a) consulting with team leader, resource person, and instructors; b) attending district math inservice sessions; c) reading assigned articles; d) examining standardized texts and teachers' manual; e) viewing film selections from *Universal Education and Visual Arts' Teaching Mathematics Series* and *Buffalo City Schools' Mathematics Films*; f) designing and administering diagnostic tests for various mathematical concepts; g) designing a record-keeping device; h) cataloging 10 manipulative devices and 20 audio-visual aids for teaching mathematics; i) visiting an instructional materials center and a public school utilizing the discovery and individualized approaches; j) developing materials for an inquiry approach in mathematics education; l) completing mini-course on ***Tutoring in Mathematics*** (Far West Lab Mini-Course #5); and m) designing and teaching a mathematics unit. Enclosures in the modules are a "Mathematical Terms" list and a "Mathematical Symbols" list.

EVALUATION: Where required, criteria for preassessment and postassessment are provided. Evaluation varies: written tests, team leader evaluation of projects, and teaching performance.

■ TEACHING OF MATHEMATICS, William D. Woodworth

DISTRIBUTOR: Buffalo T.C. LEVEL: Elem.
COST: No Charge AUDIENCE: Tea.

OBJECTIVES: 1) Use various aspects of mathematical foundations and their application within elementary classroom situations; 2) develop and utilize various elementary school mathematics teaching strategies and approaches; and 3) measure pupil progress by both formal and informal evaluative procedures.

DESCRIPTION: This module component package (CMM:300.-304.) consists of 3 module clusters: 1) **Mathematical Foundations** (10 pages/7 modules); 2) **Strategies and Approaches** (9 pages/7 modules); and 3) **Pupil Progress/Evaluation** (11 pages/9 modules). Learning activities include: a) reading assigned articles; b) viewing selections from Modern Mathematics film series and *Testing Its Place in Education*; c) conferring with team leader and resource person; d) writing a lesson plan and teaching it to an elementary class; e) designing a packet of instructional materials; f) writing summations and analyses; g) reviewing textbook series; h) compiling an individual pupil's mathematics progress folder; g) observing in mathematics classrooms for a 2-week period; h) recording an intern-pupil interview; and i) developing student-designed enrichment activities.

EVALUATION: Where required, criteria for preassessment and postassessment are provided; criteria are based on student performance in projects.

■ TEACHING SIGHT WORDS USING THE KINESTHETIC METHOD

DISTRIBUTOR: Kansas-SEIMC LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea., Read. Sp.

DESCRIPTION: This kit contains workshop materials that develop remedial reading teaching techniques. The kit contains a filmstrip, cassette tape, and workshop training kit. The sound/filmstrip presentation (10-1/2 min.) introduces the rationale of the kinesthetic method of teaching sight words and illustrates how to teach sight words according to Grace Fernald's techniques. Each of the 4 stages in this method is described, so it may be applied in the classroom. The training kit contains materials for a simulation in which participants act as teacher and pupil in the application of the kinesthetic method.

■ TEACHING STRATEGIES FOR PERSONALIZED INSTRUCTION, Phyllis W. Gore

DISTRIBUTOR: IDI LEVEL: All
COST: $39.95 AUDIENCE: Tea.

DESCRIPTION: This cassette series discusses techniques for teaching and teaching individual students. Phyllis Gore, the narrator, offers ideas and techniques for personalizing instruction within the context of contemporary educational demands. The following topics are covered in the 5 cassettes (2 sides each): 1) ***The Teacher as a Person***, 2) ***The Student as a Person***, 3) ***Classroom Environment Does Motivate***, 4) ***Conceptualization Does Depend on Experience***, 5) ***Techniques for Personalizing Instruction, Part I***, 6) ***Techniques for Personalizing Instruction, Part II***, 7) ***Strategies for Come-Alive Teaching of Personalized Reading, Part I***, 8) ***Strategies for Come-Alive Teaching of Personalized Reading, Part II***, 9) ***Group Teaching Versus Individual Instruction***, and 10) ***The Realities of Contemporary Education***. The set is contained in a vinyl album.

■ TEACHING THE CULTURALLY DISADVANTAGED, Carmen McLarey

DISTRIBUTOR: Carmac LEVEL: Elem.
COST: $59.95 AUDIENCE: Tea.

OBJECTIVES: 1) Gain insight into the nature of the problem and the special needs of the culturally-disadvantaged student; and 2) develop and institute teaching procedures designed to enrich the curriculum and aid the culturally disadvantaged student.

DESCRIPTION: This kit is an introduction to some of the characteristics, learning needs, and adjustment needs of the culturally disadvantaged learner. It also develops some teaching principles for dealing with the culturally disadvantaged student. It is designed for the person who has had little or no training in understanding these students. The kit is divided into four lessons each consisting of a filmstrip with accompanying cassette or reel-to-reel tape: 1) *Some Characteristics of the Culturally Disadvantaged* (33 frames/color/5 min.), 2) *Some Learning Needs of the Culturally Disadvantaged* (39 frames/color/7 min.), 3) *Some Psycho-Social Adjustment Needs of the Culturally Disadvantaged* (36 frames/color/5 min.), and 4) *Some Educational Principles for Teaching the Culturally Disadvantaged* (31 frames/color/5 min.). Some of the concepts covered are: experiential deprivation, sensory-manipulative experience, achievement expectancy, socialization and value orientation, and the teacher as a facilitator. A guide and script book (31 pages) accompanies the kit. Completion time: 30 min.

■ TEACHING THE DISADVANTAGED ADULT: APPROACHES TO TEACHING AND COUNSELING

DISTRIBUTOR: Ga.Ctr. C.E. LEVEL: High, Adult
COST: Consult Distributor AUDIENCE: Tea., Coun.

DESCRIPTION: This lecture-interview presentation deals with the role of a teacher as both a teacher and counselor. Emphasis is given to the special needs of adult students. The narrator interviews a teacher of adults who discusses developing a flexible curriculum, selecting instructional materials which will also assist the student in his daily life, incorporating several subjects in one lesson, and helping students succeed. In the second portion of the film, a counselor is interviewed, and he stresses the encouragement of confidence, not self-pity. Several skits of classroom situation are shown, and an animated character summarizes important points. 16mm/b&w/30 min.

■ TEACHING THE DISADVANTAGED ADULT: EVALUATION

DISTRIBUTOR: Ga.Ctr. C.E. LEVEL: High, Adult
COST: Consult Distributor AUDIENCE: Tea.

DESCRIPTION: This film analyzes the process of evaluation as related to the basic philosophies of evaluation, administration of tests, use of results, and follow-up procedures. Emphasis is given to approaching the testing situation with adults or classes that are basically fearful of tests and/or lack self-confidence or confidence in the teacher. The film shows skits of classroom situations where testing brings out distrust and fear — in one case even threats of dropping-out. An interview with a teacher of adults gives some insight into how he handles the process of evaluation. 16mm/b&w/30 min.

■ TEACHING THE MENTALLY RETARDED — A POSITIVE APPROACH

DISTRIBUTOR: Ga. Ctr. C.E. LEVEL: Elem.
COST: Distributor Consult AUDIENCE: Sp.Ed.Tea.

DESCRIPTION: This film (M-143-X) documents the progress made by 4 retarded children during a 4-month training program. It suggests that the principles of teaching the severely handicapped in an institution may also be applied to the less retarded in a community. Restricted use to professionals and agencies serving the retarded. 16mm/b&w/25 min.

■ TECHINQUES AND PROCESS OF INDIVIDUALIZING INSTRUCTION

DISTRIBUTOR: Doane LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Adm.

OBJECTIVES: Understand and experience the philosophy, methods, and problems related to the process of individualized instruction.

DESCRIPTION: This Depth Packet #19 (6 pages) focuses on a simulated situation in which the participant must encourage his school district to adopt and move toward a process of individualized instruction. Learning experiences include: 1) viewing the filmstrip series on *Individualized Instruction* (NEA) and 2 films — *Glasser on Schools* and *Schools without Failure*; 2) reading suggested pamphlets, periodicals, and text selections; 3) visiting a school using individualized instruction; 4) interviewing a member of the faculty on his views on individualized instruction; and 5) presenting a written or oral argument on aspects of individualized instruction in s simulated discussion with staff members and administrators. Completion time: 14-16 hours.

EVALUATION: The preassessment is optional and requires a conference with the instructor. The Proficiency Assessment consists of instructor evaluation of written or oral arguments on aspects of individualized instruction.

■ TEENS

DISTRIBUTOR: McGraw-Hill Films LEVEL: Mid., High
COST: $315/color;$185/b&w AUDIENCE: Tea.,
RENTAL: $17/color; $14/b&w Coun.,Par.

DESCRIPTION: This film shows several teenagers: Barry, 14, who thrives on vigorous activity with his gang; Timmy, 13, who still needs a certain amount of solitude or a hobby shared with a friend; and Joan, 15, who is well on the way to maturity although she still looks to her mother for emotional support. The film shows the active interest and sympathy required of parents to help teenagers become adult in their behavior and personalities. 16mm/b&w, color/26 min.

■ TELEVISION IN YOUR CLASSROOM

DISTRIBUTOR: GPNITL LEVEL: All
COST: $15.00 AUDIENCE: Tea.

DESCRIPTION: The filmstrip with accompanying audiotape emphasizes that television utilization in the classroom requires the understanding of several basic elements unique to the medium. It provides graphic illustrations of the 5 basic elements of effective instruction: 1) the importance of study guides; 2) the proper adjustment and placement of the classroom television set; 3) the role of positive teacher attitude; 4) the significance of effective follow-up activities; and 5) the usefulness of evaluation and feedback by the teacher. Color/sound/12 min.

■ TELEVISION TECHNIQUES FOR TEACHERS

DISTRIBUTOR: GPNITL LEVEL: All
COST: $148.50 w/tele. rights AUDIENCE: Tea., Adm.
RENTAL: $60/7 days w/tele. rights PREVIEW: $15/5 days

DESCRIPTION: This film recognizes the difficulties associated with the introduction of instructional television into classrooms and attempts to provide some practical answers that might be implemented in classroom. The film focuses on Teacher Sam and what he does when suddenly faced with the problems of working the televised lessons into his daily plan. A Spanish version of the film is also available. The material is available as a film (16mm/color/24 min.) or as a video-cassette.

■ TESTS AND MEASUREMENT KITS

DISTRIBUTOR: ETS LEVEL: All
COST: Consult Distributor AUDIENCE: All

DESCRIPTION: This kit provides a collection of publications dealing with a variety of measurement problems, designed for use with test and measurement classes and inservice training programs. Publications include: 1) **Selecting an Achievement Test: Principles and Procedures** (34 pages) discusses test characteristics and factors to consider in selecting achievement tests; 2) **Making the Classroom Test: A Guide for Teachers** (27 pages) offers suggestions and illustrations for the improvement of teacher-made tests; 3) **Multiple Choice Questions: A Close Look** (43 pages) illustrates the versatility of multiple-choice questions; 4) **Short-Cut Statistics for Teacher-Made Tests** (37 pages) explains and demonstrates simple time-saving techniques; 5)

Selected References in Educational Measurement (43 pages) provides an annotated list of sources of measurement information and suggestions for use; 6) **Measurement Programs and Instructional Services** describes the various ETS programs and their rationale; and 7) selected pamphlets, such as "The Cooperative Social Studies Tests," "Cooperative Primary Tests," and "The School and College Ability Tests."

TESTS AND USE OF TESTS (VIOLATIONS OF HUMAN AND CIVIL RIGHTS)

DISTRIBUTOR: NEA-Publ. LEVEL: All
COST: $43/kit; $9/indiv. tapes; $1.00 booklet AUDIENCE: Tea.

DESCRIPTION: This audio library contains edited versions of 5 speeches presented at the 10th National Conference on Civil or Human Rights of Education. They examine standardized tests, studying what is tested, who is tested, and what to do to stop the tendency of tests to separate society into upper and lower groups. The series consists of 5 cassette tapes (20 to 30 min. each): 1) *Bias in Testing*, 2) *Misuse of Tests: Self-Concept*, 3) *Use of Tests: Educational Administration*, 4) *Use of Tests: Employment* and 5) *Wrap-Up Speech*. The library also contains a *Discussion Starter Questions* pamphlet and a copy of the conference report, *Violations of Human and Civil Rights*.

THANK GOD IT'S FRIDAY!

DISTRIBUTOR: NASSP LEVEL: All
COST: $12.00 AUDIENCE: Tea.

DESCRIPTION: This 25-minute sound/filmstrip (color/50 frames) illustrates what it is like to teach for the first time. It is designed to be shown to potential teachers and new teachers prior to the opening day of school. The package includes the filmstrip, two 33-1/3 rpm records with audible cues, and an operator's guide.

THERE'S SOMETHING ABOUT A STORY

DISTRIBUTOR: Conn. Films LEVEL: Elem.
COST: $240.00 AUDIENCE: Tea.,Para., Lib.

DESCRIPTION: This film consists of unrehearsed segments of storytelling with 6-12 year olds in libraries, a Boy's Club, classrooms, a Scout meeting, a park, and a museum. Ten storytellers — librarians, parents, and teachers — with different styles and varying degrees of experience are presented. The film entails the telling of 3 complete stories and parts of 7 other folk tales, myths, modern stories, and poetry. The storytellers also discuss: 1) what they feel the children gain from the experience, 2) why they enjoy storytelling, 3) where they find the stories they tell, and 4) how they select and prepare a story. 16mm/color/27 min.

THEY CAN DO IT

DISTRIBUTOR: EDC LEVEL: Elem.
COST: $170.00 AUDIENCE: Tea., Par.
RENTAL: $15/3 days

DESCRIPTION: This film introduces open classroom procedures. It was made in the Pastorius School, a public elementary school in Philadelphia with 26 six-year-olds. The film begins on the second day of school and follows the class on 5 occasions throughout the school year. The film also follows how the teacher, Lovey Glen, develops greater sureness with open classroom methods as the year progresses. 16mm/b&w/34 min.

THEY'RE YOUR KIDS

DISTRIBUTOR: U. of Calif. EMC LEVEL: High
COST: $115.00 AUDIENCE: Tea.,Adm.
RENTAL: $10.00

DESCRIPTION: This film studies the possibilities of American secondary education. It reveals through interviews, taped speeches, and a satirical contemporary ballad — the alienation of students in traditional schools. No solutions are provided, but the film does look at alternative forms of education. Students are shown enthusiastically involved in several participatory education programs — on a field trip to the beach, in a crafts workshop, and at an orchestra rehearsal. The soundtrack consists of students and their teachers describing the ways in which the new programs have changed their attitudes toward school and learning. 16mm/b&w/19 min.

THINKING, MOVING; LEARNING

DISTRIBUTOR: Bradley-Wright LEVEL: E.Ch., Elem.
COST: $210.00 AUDIENCE: Tea.

DESCRIPTION: This film illustrates a comprehensive development program designed by Jack Capon, Supervisor of Physical Education in Almeda, California. Twenty-six perceptual-motor skill activities are described and demonstrated by elementary children. Techniques for developing these activities are discussed. 16mm/color/20 min.

THIS IS ROBERT

DISTRIBUTOR: NYU Film Lib. LEVEL: E.Ch., Elem.
COST: $240.00 AUDIENCE: Tea.
RENTAL: $20.00

DESCRIPTION: This film is a classic longitudinal study tracing the growth of Robert — an aggresive, but appealing child — from nursery school at age 2 to public school at age 7. First released in 1943, the film has been re-edited and abridged in 1970 without changing the essential content. 16mm/b&w/45 min.

THREE LOOMS WAITING

DISTRIBUTOR: Time/Life LEVEL: All
COST: $500.00 AUDIENCE: Tea.
RENTAL: $50.00

DESCRIPTION: This film reveals the goals and methods of Dorothy Heathcote, innovative drama teacher. The title refers to her job in a mill which she left to devote her life to teaching. Mrs. Heathcote's aim is to teach teachers to receive and to have emotion flow from children. These goals are implemented in actual learning situations with two groups of young children from diverse economic backgrounds, teenagers, and mentally retarded youngsters. Included are scenes with student teachers applying Mrs. Heathcote's techniques and an interview with a headmaster who did not believe that her ideas were sound until he found them enormously successful. 16mm/color/52 min.

THREE YEAR OLDS

DISTRIBUTOR: EDC LEVEL: E.Ch.
COST: $750/set; see below for indiv. prices. AUDIENCE. Tea., Para.
RENTAL: $130/set; $15/3 days per film, except *Rhythm* which rents for $10/3 days.

DESCRIPTION: This series of films was made at the City and Country School in New York City. Children are shown in natural time as they go about their activities. These films documents child behavior and development. The series consists of the following films: all 16mm/b&w: 1) *Roof* (15 min./$75), 2) *Rhythms* (9 min./$45), 3) *Indoors* (14 min/$70), 4) *Roof and Indoors* (16mm/$80), 5) *Indoors* (16 min./$80), 6) *Indoors* (20 min./$100), 7) *Roof* (19 min./$100), 8) *Indoors* (25 min./$125), and 9) *Rainy Day* (34 min./$170.

■ TIME FOR GEORGIA, Pre-Schoolers Workshop

DISTRIBUTOR: NYU Film Lib. LEVEL: E.Ch., Elem.
COST: $110.00 AUDIENCE: Sp.Ed.Tea.
RENTAL: $12.00

DESCRIPTION: This film documents the program of the Pre-Schoolers Workshop — a nursery school for children with social, emotional, and learning disabilities. The film focuses on Georgia, a 4-year-old child with infantile autism, and the changes made in her behavior over a 6-month period. The film outlines the educational program used to reach these children and force them to interact. It emphasizes the importance of detecting behavioral problems early and the prospects for an improved prognosis through improved treatment. 16mm/b&w/14 min.

■ TIME FOR TALENT

DISTRIBUTOR: NEA-Sound LEVEL: All
COST: $75/color; $35/b&w AUDIENCE: Tea.,Coun., Par.

DESCRIPTION: This film explores 3 outstanding school programs for the gifted student. The programs are centered in Denver, Colorado; Marshall, Michigan; and St. Louis Park, Minnesota. The film shows the diagnostic process and the educational process of developing these children to their full capacity. The film shows examples of parent and community involvement. It includes many scenes of gifted students in classrooms, laboratories, and testing situations. 16mm/color, b&w/29 min.

■ TIME OF THEIR LIVES

DISTRIBUTOR: NEA-Sound LEVEL: E.Ch.
COST: $35.00 AUDIENCE: Tea., Adm.

DESCRIPTION: This film pictures one morning in the lives of 24 five-year-olds. The film studies what kindergarten can mean to children. It accents the excitement of the children and the development of discipline needed for school. 16mm/b&w/ 29 min.

■ TIME TO GROW

DISTRIBUTOR: Campbell LEVEL: E.Ch., Elem.
COST: $205.00 AUDIENCE: Tea.
RENTAL: $15/2 day

DESCRIPTION: This film presents the innovative idea of a pre-first grade classroom between kindergarten and first grade. It is based on the idea that many children need maturing before the demanding work of first grade. The film shows testing and 2 classes of pre-first graders in action. Many ideas presented can be adapted to either kindergarten or first grade.

■ TIME TO MEND

DISTRIBUTOR: Iowa LEVEL: All
COST: $345.00 AUDIENCE: Sp.Ed.Tea.

DESCRIPTION: This film is an on-site account of a clinical program for education and rehabilitation of the mentally handicapped. Although the film shows many patients of ages ranging from preschool to high school, it focuses on Scott — a severely retarded boy with no verbal skills. His reactions are shown in various learning situations, in motor-developing activities, and in leisure-time play. This overview is interspersed with a case study meeting where therapists and teachers exchange prognoses about Scott's ability to function in society. 16mm/color/30 min.

■ TO BE BLACK

DISTRIBUTOR: McGraw-Hill Films LEVEL: All
COST: $350.00 AUDIENCE: All
RENTAL: $29.00

DESCRIPTION: This ABC News Documentary reveals the resentments and frustrations of black Americans. Its purpose is to depict the plight of the black man in America, to hear the concerns of several black people who are trying to live in this country, and to share the psyche of black people so that perhaps some solutions can be found. 16mm/b&w/54 min.

■ TO FIND A WAY

DISTRIBUTOR: EDC LEVEL: College
COST: $170.00 AUDIENCE: Tea.
RENTAL: $15/3 days

DESCRIPTION: This film shows a teacher education program based on the workshop process as a means of initiating and involving students in open education at the college level. The students are from Lowell State College in Massachusetts. The following related materials are available: *Building with Cardboard* ($.60), *Building with Tires* ($1.00), *Building with Tubes* ($.60), and *Cardboard Carpentry Workshop* ($1.50). 16mm/b&w/35 min.

■ TO OPEN EYES

DISTRIBUTOR: ACI LEVEL: Mid., High
COST: $350.00 AUDIENCE: Tea., Art. Spec.
RENTAL: $25.00

DESCRIPTION: This film is narrated by Josef Albers, the "Father of Op Art." He explores the process of seeing, particularly how one perceives color and its many illusions. As he recalls his teaching work at Black Mountain College and Yale, he outlines his philosophy of art education based on 4 main statements dealing with the origin, content, measure, and aim of art. Albers demonstrates his teaching style with several students, illustrating the logic and magic of color, as well as discussing the difference between reality and perception. While showing several of his paintings in the studio and at an exhibit, Albers defines the artist's role in expanding man's view of the world around him. 16mm/color/32 min.

■ TOGETHER: FRED S. KELLER AND B. F. SKINNER

DISTRIBUTOR: ACC LEVEL: All
COST: $350/reel; AUDIENCE: All
$675/both reels
RENTAL: $40/each reel

DESCRIPTION: This 2-part film features an informal discussion between Fred Keller and B. F. Skinner. In Part I, **The Early Years**, they discuss their undergraduate experiences including comments on their contemporaries and teachers; they also discuss their first attempts at teaching a new science. Part II, **1930 to Tomorrow**, focuses mainly on the growth of modern psychology including Project Pigeon and the Keller Plan; the two men also discuss the present pitfalls of education and the future of the science of psychology and education. A study kit accompanies the purchase or rental of the films; it consists of various related reprints and bibliographies. 16mm/color/Part I: 33 min. / Part II: 28 min.

TOKEN SYSTEM FOR BEHAVIOR MODIFICATION

DISTRIBUTOR: Kansas
COST: Consult Distributor
LEVEL: Mid., High
AUDIENCE: Tea., Sp. Ed. Tea.

DESCRIPTION: This film demonstrates the use of a token reinforcement economy in an institutional environment to teach retarded girls self-help skills and to give them occupational skills to make the transition to community living. The token system is illustrated in a variety of applications starting with the introduction of the reinforcement system to the child and proceeding to illustrate increasingly complex applications. 16mm/color/8 min.

TOMORROW BEGINS YESTERDAY

DISTRIBUTOR: NEA-AIAA
COST: $180.00
RENTAL: $20.00
LEVEL: Mid.
AUDIENCE: Tea.

DESCRIPTION: This film depicts the rationale and activities associated with the anthropological unit approach for industrial arts at the 7th grade level. Actual scenes in the industrial arts laboratory, in addition to commentary by the students, outline this program based on man's accomplishments through technology.

TRACK AND FIELD FOR INTERMEDIATE GRADES

DISTRIBUTOR: UEVA
COST: $240.00
LEVEL: Mid., High
AUDIENCE: Tea.

DESCRIPTION: This film demonstrates how track and field activities may be taught both in a gym and out-of-doors. It gives particular attention to improvising inexpensive indoor jumping pits, hurdles, and other indoor equipment. International champions give skilled performances in special filmed sequences. 16mm/color/31 min.

TRAINING AIDS

DISTRIBUTOR: USArmy
COST: $40.50
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: This film describes the types, characteristics, and uses of simple and complex training aids, including chalkboards, filmstrips, slides, transparencies, working models, and motion pictures. 16mm/b&w/23 min.

TRAINING RESOURCES AND TECHNIQUES

DISTRIBUTOR: Kansas; Nat. Med. Ctr.
COST: Consult Distributor
LEVEL: All
AUDIENCE: Coun.; Sp. Ed. Tea.

DESCRIPTION: The film shows 3 training programs aimed at vocational rehabilitation of retarded persons. The first program is for training the client who was academically saturated by age 13 but is capable of learning mechanical skills and teaching him how to find competitive employment. The second is the sheltered workshop—competitive community-based employment without competitive demands. Third is the cottage program for severely retarded adolescent girls where they are taught to care for themselves; some learn to contribute to their income through acquisition of semi-vocational skills. These incentive programs show the value of realism, reward, recognition and responsibility in rehabilitation. 16mm/color/20 min.

Part III of Series: **Counseling the Mentally Retarded**

TRANSACTIONAL ANALYSIS: SOCIAL AND COMMUNICATION TRAINING (TASC), David S. Abbey and Ronald H. T. Ownston

DISTRIBUTOR: IDI
COST: $49.50
LEVEL: All
AUDIENCE: All

OBJECTIVES: Gain new understandings of themselves and the ways they communicate with each other.

DESCRIPTION: This kit develops a program that teaches transactional analysis — the theory of personality and communication popularized by Eric Berne in *Games People Play* — to groups of 9 to 15. The program can be self-directed or a leader may participate. The kit contains: 1) a manual/guide, 2) an audio/cassette, 3) "figures" books, and 4) "games" books (all components are reuseable). The kit focuses on: a) the purpose of TASC; b) communicaton; c) ego states; d) stimulation; e) blocked ego state; f) conversations between ego states; g) *Games People Play,* h) transactions; i) *I'm OK — You're OK;* and j) applications of transactional analysis.

U

UNDERSTANDING AGGRESSION, Roger Ulrich

DISTRIBUTOR: ACC
COST: Consult Distributor
LEVEL: All
AUDIENCE: All

DESCRIPTION: In this film psychologist Roger Ulrich presents significant research findings and discusses a problem especially relevant today — the possible destruction of mankind by means of man's own aggressive behavior. Utilizing a freeze-frame technique, images of man's aggessive behavior as depicted by artists throughout the ages are presented. Footage of the Chicago riots and other illustrative examples of filmed violence are shown. Some of the avoidable causes of aggression are identified, such as: 1) aversive environments, 2) pain, 3) necessary-adaptive reactions, 4) glorification of war, and 5) punishment of aggressors. Possibilities for prediction and control are suggested: 1) stop glorifying violence, 2) stop using violence to control others, 3) stop using aggressive means to obtain objectives, and 4) improve aversive environments. 16mm/color/29 min.

UNDERSTANDING AND IMPROVING SCHOOL FACULTY MEETINGS (Audiotape)

DISTRIBUTOR: APT
COST: $8.50/reel; $7.50/cassette
LEVEL: All
AUDIENCE: All

DESCRIPTION: This tape discusses some discrepancies between the viewpoint of the administrator and the individual teacher toward the merits of the typical administrator-teacher group meeting. Suggestions are given as to advancing the potential through training in communication, listening, and group management skills or drastically altering the basic meeting structure.

UNDERSTANDING AND IMPROVING SCHOOL FACULTY MEETINGS (Booklet)

DISTRIBUTOR: APT LEVEL: All
COST: $1.95 AUDIENCE: All

DESCRIPTION: This 64-page booklet is for those who want to participate in faculty meetings that produce what is intended. It reveals significant differences of perception between administrators and teachers concerning essential elements of faculty behavior.

UNDERSTANDING CHILDREN'S ART EXPRESSION

DISTRIBUTOR: IFB LEVEL: E. Ch., Elem., Mid.
COST: $19.00 AUDIENCE: Tea.

DESCRIPTION: Three color filmstrips illustrate a child's progress from an early object-naming scribble to the depiction of the final space concept and provides a realistic portrayal of the concept of figure and space in terms of basic developmental levels. An 8-page guide is included. 1) **Development of the Space Concept** (24 frames) — pictures drawn by children show stages in drawing development from scribbling to emergence of environment, base line deviation involving depth, subjective spatial deviation, awareness of depth interiors, and use of established horizon line. 2) **Development of the Figure Concept** (24 frames) — figure emergence from scribbled drawings, similarity between early figure and animal forms, and development of size relationship and action are shown in early stages; advancement to expression in self portraits, profile views, and realism in mass portrayal show the beginning of the preadolescence period. 3) **Developmental Levels in Children's Art Expression** (47 frames) — five stages are illustrated and defined: scribbling, 2-4-year-olds; pre-schematic, 4-7-year-olds showing first representational attempts; schematic, 7-9-year-olds showing achievement of form concept; the gang age, 9-11-year-olds in the dawning of realism and stage of reasoning; 11-13-year-olds in the pseudo-realistic stage.

UNDERSTANDING CHILDREN'S PLAY

DISTRIBUTOR: NYU Film Lib. LEVEL: E. Ch.
COST: $75.00 AUDIENCE: Tea.
RENTAL: $8.50

DESCRIPTION: This film is designed to show how adults can understand and help children through observation of their use of toys and play materials. The film opens with a panorama of a nursery school room, showing a variety of materials and how they may be made easily accessible to children: blocks, poster paints, crayons, clay, water, workbench, finger paint, miniature life toys, and house-keeping equipment. The narration stresses that the adult should watch and listen to each child at play to find more ways of helping each child to grow and develop in his own way. 16mm/b&w/11 min.

UNDERSTANDING GROUPS, Edmund J. Amidon

DISTRIBUTOR: APT LEVEL: All
COST: $125/reel; AUDIENCE: All
$119.50/cassette

DESCRIPTION: The theme of this tape series is that satisfaction in life and in our jobs depends on our success in functioning as a group member. It outlines how a systematic study of group structure, member roles, goals, norms, cohesiveness, climate, issues, and feedback can help to meet our compelling need for understanding the group of which we are a part. The series consists of 13 audiotapes: 1) *Introduction to Groups and Meetings;* 2) *Analysis of Behavior in Groups;* 3) *Group Observation;* 4) *Group Process, Content, and Structure;* 5) *Roles;* 6) *Structured and Unstructured Groups;* 7) *Group Goals;* 8) *Group Norms;* 9) *Group Cohesiveness;* 10) *Group Climate;* 11) *Methods of Group Training;* 12) *Feedback in Groups;* and 13)*Issues in Groups.*

UNDERSTANDING HUMAN RELATIONS, Carl Rogers, Betty Berzon, and Jerry Reisel

DISTRIBUTOR: IDI LEVEL: All
COST: $49.50 AUDIENCE: Coun.

DESCRIPTION: This cassette series is an introductory experience in human relations. A group is given about 5 hours of experience in processes to which Carl Rogers' concepts can then be applied as a means of beginning to focus on the dynamics of the small-group experience. The series consists of 4 cassettes: 3 *Encountertapes for Personal Growth* and a lecture by Carl Rogers on the *Basic Encounter Group and Its Processes.* A coordinator's manual accompanies the series.

Part of Series: **Interpersonal Communications Programs**

UNDERSTANDING INDIVIDUAL BEHAVIOR, Jack A. Norris, Jr.

DISTRIBUTOR: Dade LEVEL: All
COST: Consult Distributor AUDIENCE: All

OBJECTIVES: 1) Investigate factors affecting personality development; 2) identify ways of perceiving and reacting; 3) identify alternate modes of behavior; 4) discover the decision-making process of choosing effective behavior; 5) discover that one's behavior affects that of others toward him; and 6) examine and evaluate himself.

DESCRIPTION: This module (39 pages) is designed to study the causes of individual behavior through an analysis of the factors involved in the development of personality with special emphasis on the individual's perception and unique response to his environment. The course is developed under areas of focus with related objectives and learning activities. The activities are outlined for a teacher to present them to a junior or senior high class on social skills. However, resources for readings and the types of activities can be adapted for teacher training. Learning activities include: brainstorming, discussing topics, performing experiments, writing papers, viewing the film *The Eye of the Beholder,* and completing exercises.

UNDERSTANDING SPACE AND DIRECTIONAL MOVEMENTS

DISTRIBUTOR: UEVA LEVEL: Elem.
COST: $200.00 AUDIENCE: Tea.

DESCRIPTION: This film shows teachers how they can meaningfully assist children to develop a conceptual understanding and an effective use of general space and limited space. It portrays children developing the full use of all available space both on and off gymnastic apparatus. It highlights personal, as well as group safety. 16mm/color/23 min.

Part of Series: **Movement Education**

UNDERSTANDING THE CHARACTERISTICS OF COMPETENCY-BASED EDUCATION, Alberto Ochoa

DISTRIBUTOR: T. C. Assoc. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Define competency-based teacher education (CBTE); 2) design an instructional module in a subject of the participant's choice; and 3) show commitment to the concept of CBTE by engaging in activities that will disseminate this approach.

DESCRIPTION: This module (34 pages) is designed to assist intern-teachers in understanding CBTE through the use of an instructional module. The intern will arrive at practical understandings of CBTE through enabling activities consisting of extensive programmed readings, options to develop his own instructional activities, audio-visual materials viewing, interaction with resource people, and consultation of cross-reference materials. A flowchart directs the intern through the module. The module also contains: "Description of Materials" list (5 pages), "Selected Bibliography on CBTE Education and Performance-Based Certification" (2 pages), and "Glossary of Terms" (2 pages).

EVALUATION: A written preassessment (4 pages) and postassessment (4 pages) are provided in the module.

Part # 1 of Series: **Resources for CBTE**

■ UNDERSTANDING THE KINDS OF OBJECTIVES IN THE SYSTEM FOR PUPIL PROGRAM EVALUATION AND DEVELOPMENT (SPPED), Richard G. Allan

DISTRIBUTOR: Massachusetts LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Adm., Sup.

OBJECTIVES: Differentiate between the various types and purposes of objectives — terminal objectives, approximate terminal objectives, course objectives, and enabling objectives.

DESCRIPTION: This 35-page module (SPPED-0600) is designed in a self-instructional format. Steps of information are presented. Exercises on defining and identifying objectives are provided. Answers to the exercises are included in the module. An *Objectives Workbook* accompanies the module and shall be used as directed by the instructor.

■ UP AND OVER: EXPLORING ON THE STEGEL

DISTRIBUTOR: Bradley-Wright LEVEL: Elem., E. Ch.
COST: $242.00 AUDIENCE: Tea., Sp. Ed. Tea.

DESCRIPTION: This film demonstrates specific techniques that teachers can use in developing motor skills. The program utilizes Stegel (a climbing maze-type apparatus) activities. These activities develop creative problem-solving and are success-oriented, thus building strong self-images and confidence. The film is accompanied by a study guide (7 pages), a list of Stegel manufacturers, and a selected bibliography. 16mm/color/20 min.

■ USE OF STANDARDIZED TESTS BY TEACHERS, PARTS I AND II, Norman E. Wallen

DISTRIBUTOR: APT LEVEL: All
COST: $18/reel-to-reel; $15.80/cassette AUDIENCE: Tea.

DESCRIPTION: This 2-tape unit covers the basics, as well as many of the latest techniques and discoveries, in the development of standardized tests

■ USING A MATHEMATICS LABORATORY APPROACH

DISTRIBUTOR: GSA LEVEL: All
COST: $64.25 AUDIENCE: Tea.
RENTAL: $10.00

DESCRIPTION: This film acquaints teachers with the laboratory approach by describing what labs are, why they are used, how they are organized, and the kinds of activities which are valuable in the mathematics laboratory. Activities at several grade levels are illustrated. The film was prepared by the Center for Cooperative Research with schools of Pennsylvania State University. 16mm/color/15 min.

Part of Series: **Project on Interpreting Mathematics Education Research**

■ USING BEHAVIORAL OBJECTIVES, William Capie

DISTRIBUTOR: Georgia LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Construct complete behavioral objectives on an elementary science topic; 2) construct complete objectives in both the affective and cognitive domains; 3) construct a suitable evaluation procedure; and 4) distinguish between objectives which measure class progress and those which measure student progress.

DESCRIPTION: This module (33 pages) develops skill in writing objectives which describe the goals of instruction in all areas. A flowchart and pretest results direct the participant through the module. Learning activities include: 1) reading module enclosures: a) "How to Describe Where You Want to Go" (7 pages), b) "If You're Not Sure Where You Are Going" (6 pages), c) "Now I Have It Made" (5 pages), and d) "How Do I Know I've Arrived" (9 pages); 2) completing exercises contained in each reading enclosure; and 3) viewing slide/tape presentation on educational objectives.

EVALUATION: A self-directed, objective pretest is provided in the module with the key. Results on the pretest route the participant to specific areas of the module for study. A posttest is also required and provided. This module is currently being revised for the winter quarter, 1973.

■ USING DIAGNOSIS IN A MATHEMATICS CLASSROOM

DISTRIBUTOR: GSA LEVEL: All
COST: $62.00 AUDIENCE: Tea.
RENTAL: $10.00

DESCRIPTION: This film points out that mathematics instruction can be improved by effectively diagnosing pupil needs. The use of interview inventories and diagnostic instrument are shown. Pupils can be grouped on the basis of such evaluation and provided instruction to meet specific needs. The film was prepared by the Center for Cooperative Research with schools of Pennsylvania State University. 16mm/color/15 min.

Part of Series: **Project on Interpreting Mathematics Education Research**

■ USING DRILL ACTIVITIES IN ELEMENTARY SCHOOL MATHEMATICS, C Robert Brown et al.

DISTRIBUTOR: Georgia LEVEL: Elem.
COST: $.80 AUDIENCE: Tea.

OBJECTIVES: 1) Apply psychological principles related to effective drill in hypothetical classroom situations; 2) distinguish between drill situations and initial exposure to new content; 3) select appropriate drill materials through knowledge of the sequential nature of mathematics learning; 4) administer drill materials to students; 5) choose or invent appropriate games and other drill activities to use to accomplish a specific prupose; and 6) plan a drill program using both commercial and teacher-made materials.

DESCRIPTION: This module (45 pages) consists of 5 sections: 1) **What We Know About Learning Through Drill,** 2) **Drill: How and When to Use It,** 3) **Commercial**

Materials for Use in Drill, 4) **Activities and Games for Use in Drill**, and 5) **Using New Drill Activities**. A module guide directs the participant through the module. Learning activities include: a) reading study materials in each section; b) completing exercises; c) designing drill activities; d) compiling lists of available drill materials, games, and activities; e) using drill activities with a group of at least 8 students; and f) writing a report on the applied drill program. Lists of resource materials are provided.

EVALUATION: A sample self-test is provided for Section 1 & 2; and instructor-graded test (not provided) also follows these sections.
Part of Series: **Mathematics Education**

USING EXAMPLES AND ILLUSTRATIONS, Annie Ward et al.

DISTRIBUTOR: Panhandle LEVEL: All
COST: $5.50 AUDIENCE: Tea.

OBJECTIVE: 1) Demonstrate ability to define all terms related to using examples and illustrations as defined in module; 2) suggest examples or illustrations for a given list of concepts and principles; and 3) teach, in a micro-simulated setting, using appropriate examples and illustrations.

DESCRIPTION: This module (47 pages) encourages teachers to use more concrete examples and draw examples from students' experiences. The module is planned for 2 sessions in 4 phases with procedures for each phase. Appendix contains script for tape to be used with filmstrip and an exercise book. Module cost includes an audiotape, *Using Examples and Illustrations* ($1.75), and 2 filmstrips, *Using Examples and Illustrations Part I* ($1.50) and *Part II* ($1.50).

EVALUATION A pencil-and-paper pre- and postassessment is included, as well as a "Self-Rating Scale" and a "Critique by Colleagues" form on teaching performance.
Part of Module Cluster: **Presentation Skills for Teachers**

USING INTERACTION ANALYSIS TO CLASSIFY CLASSROOM INTERACTION, Thomas Nagel and Paul Richman

DISTRIBUTOR: C.S.U—San Diego LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Demonstrate ability to use Flanders system of interaction analysis; 2) plot matrix of interaction; 3) compute ratio of teacher to student talk; and 4) write analysis of quality of verbal interaction used.

DESCRIPTION: This module (7 pages) provides a series of graduated exercises in coding verbal classroom interaction to provide experience in coding and analyzing. Successful documentation of previous experience allows participant to bypass module. Instructional activities provide for learning interaction analysis and coding at least 5 minutes of intern's interaction with children. Completion time: 20 hours.

EVALUATION: No preassessment is provided. Postassessment entails instructor evaluation of report on coding.

USING PEABODY LEARNING KITS, Jon Reid, Ron Britton, and Art Brill

DISTRIBUTOR: IUPUI-T.C. LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Sp. Ed. Tea.

OBJECTIVES: Explain the purpose and level for usage and describe in writing how the various parts of Peabody Learning Kits (PLDK) are to be used in working with students.

DESCRIPTION: This module (5 pages) develops understanding and skills in effectively using the PLDK. Learning activities include: 1) attending a group presentation on using 1 level of PLDK; 2) reading manual in kits on "How to Use PLDK Kits"; 3) participating in non-directed activities utilizing kits; and 4) devising own learning activity.

EVALUATION: Preassessment and postassessment are identical, written tests (3 pages).

USING PLANNED REPETITION, Richard L. Ober et al.

DISTRIBUTOR: Panhandle LEVEL: All
COST: $.40 AUDIENCE: Tea.

OBJECTIVES: 1) Write correct example for 12 forms of repetition in "Forms of Repetition Checklist-Item Description"; 2) identify items according to the 12 forms; and 3) use forms of "Repetition Checklist for Evaluator" to obtain data describing repetition techniques used by teacher.

DESCRIPTION: The B-2 module (20 pages) enables the participant to become acquainted with techniques for planning and controlling repetition in teaching-learning situations and provides practice in using the techniques. Each objective has a list of procedures and evaluation methods. "Forms of Repetition Checklist-Item Description" and "Repetition Checklist for Evaluator" are included in module.

EVALUATION: No pretest is included. A checklist is applied to videotape of microteaching and classroom teaching by participant and resource person for final evaluation.
Part of Module Cluster: **Presentation Skills For Teachers**

USING PSYCHOLOGICAL PRINCIPLES, William Capie

DISTRIBUTOR: Georgia LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Design activities for children which are appropriate for their intellectual development; and 2) plan learning activities which are consistent with the way children learn and with the nature of science.

DESCRIPTION: This module (17 pages) presents the theory and research related to Piaget, inquiry and discovery learning. A flowchart directs the participant through the module. Learning activities include: 1) reading enclosure, "Piaget for Teachers" (4 pages) and "Learning by Discovery" (6 pages); 2) completing worksheet on Piaget; 3) performing discovery assignment with a group of peers; and 4) discussing topics with instructor.

EVALUATION: Assessment consists of instructor evaluation of performance in the module. This module is currently being revised for the winter quarter, 1973.
Part of Series: **Teaching Elementary Science: A Modular Approach**

USING THE OVERHEAD PROJECTOR

DISTRIBUTOR: Scott LEVEL: All
COST: $14 complete set; AUDIENCE: Tea.
individual parts: $8 filmstrip; $6 cassette; and $2 student manual

OBJECTIVES: Use the overhead projector to present information effectively at a controlled rate.

DESCRIPTION: This sound filmstrip set (43 frames/color/10 min.) provides instruction in the various uses of the overhead projector. The filmstrip/cassette provides an overview of topics which are developed more completely in the illustrated student manual (80 pages). Topics covered include: 1) comparison to the opaque projector, 2) advantages of use, 3) conditions of use, 4) applications of the overhead projector in the classroom, 5) operational procedures, 6) screen selection and location, and 7) selection of an overhead projector.
Part of Series: **Overhead Projection**

■ USING THE TEXT, Mary Ann Byrne et al.

DISTRIBUTOR: Georgia
LEVEL: Elem
COST: $.80
AUDIENCE: Tea

OBJECTIVES: Develop proficiency in using the teacher's edition for any mathematics textbook used in the elementary school.

DESCRIPTION: This module (14 pages) develops skill in using each part of a teacher's edition and utilizing the teaching suggestions provided. A module guide and pretest results route the participant through the module. Learning activities include: a) completing exercises requiring correct use of a teacher's edition of *Elementary School Mathematics, Book 5* (Eicholz & O'Daffer) (answers to exercises are provided); and b) preparing a list of expected student learnings developed on any page in the text.

EVALUATION: A pretest and posttest are required but not provided. The pretest is optional and routes the participant through the module.

Part of Series: **Mathematics Education**

V

■ VALUES FOR EDUCATION: AN AFFECTIVE METHOD OF INSTRUCTION, Ronald Hering

DISTRIBUTOR: Midwest
LEVEL: All
COST: Consult Distributor
AUDIENCE: Tea.

OBJECTIVES: 1) Identify in writing the definition for affective education; 2) identify in writing processes which define a value; 3) list titles for 8 strategies of value clarification; 4) describe in detail two strategies of value clarification; and 5) practice three value strategies in groups of four.

DESCRIPTION: This UNIPAC (7 pages) is a self-instructional module. Successful completion of 90% score on self-test allows participant to bypass module activities and take final performance level evaluation. Quest materials include: 1) reading from *Values and Education* (Simon et al.); 2) researching Kirt Lewin; 3) meeting with students for practice in strategies in valuing; and 4) listening to tapes on Sid Simon's presentation at A.S.C.D. conference.

EVALUATION: A self-test is included. Final performance level evaluation is administered by instructor.

■ VANDALISM — WHY?

DISTRIBUTOR: Perennial
LEVEL: Mid, High
COST: $135.00
AUDIENCE: Coun., Tea., Adm.
RENTAL: $14.00

DESCRIPTION: This film studies the problem of vandalism—the deliberate wrecking and spoiling of the world we live in. The problem has become one of the costliest in America and occurs in schools, parks, and recreational areas. This film deals extensively with school vandalism and the influence of peer groups and social control. It suggests numerous positive ways to channel surplus energy into constructive projects. 16mm/color/11 min.

■ VARIABLE SCHEDULING, Joseph Trachina

DISTRIBUTOR: APT
LEVEL: All
COST: $25/reel; $23/cassette
AUDIENCE: Tea.; Sup.

DESCRIPTION: This 3-tape series goes through a 3-step procedure from the decision to institute variable scheduling, to dealing with inherent community and administrative problems, to designing the final structure.

■ VISUAL FABLE

DISTRIBUTOR: NEA-AECT
LEVEL: All
COST: $12.50
AUDIENCE: Tea.

DESCRIPTION: This color filmstrip with accompanying cassette or reel-to-reel tapes provides impetus for establishing or expanding visual literacy programs. The filmstrip shows the development of visual literacy in an individual from birth through school to adulthood. It contains a philosophy of visual communication and its implications for curriculum change. It is designed to provoke discussion about the role of education in helping youngsters deal with their visual world. Color/18 min.

■ VISUALLY HANDICAPPED CHILD: THE BLIND

DISTRIBUTOR: Indiana
LEVEL: All
COST: $125.00
AUDIENCE: Tea., Par., Sp. Ed. Tea.
RENTAL: $6.75

DESCRIPTION: This film discusses the special problems encountered by the child who is blind. Special care and understanding are needed for the blind child to develop and participate in the relationships of life. The film stresses the importance of the home and special training in helping the blind overcome the limitations imposed by blindness. Filmed sequences show materials and techniques used in the home, public schools, and special classes. Mrs. Ferne K. Root, Instructor in Special Education at Syracuse University, is featured. 16mm/b&w/29 min.

Part of Series: **Exceptional Child**

■ VISUALLY HANDICAPPED CHILD: THE PARTIALLY SIGHTED

DISTRIBUTOR: Indiana
LEVEL: All
COST: $125.00
AUDIENCE: Tea., Par., Sp. Ed. Tea.
RENTAL: $6.75

DESCRIPTION: This film discusses the special problems of the child with defective vision. The many degrees of partially-sightedness are presented and the implications of each. The home, school, and community are stressed as important in providing proper development for these children. Filmed sequences of the home and special classrooms show the characteristics of the partially-seeing child, as well as materials and methods used in their training programs. Mrs. Ferne K. Root, Instructor in Special Education at Syracuse University is featured. 16mm/b&w/29 min.

Part of Series: **Exceptional Child**

■ VOLLEYBALL FOR INTERMEDIATE GRADES

DISTRIBUTOR: UEVA
LEVEL: Mid., High
COST: $210.00
AUDIENCE: Tea.

DESCRIPTION: This film illustrates how a unit of volleyball is taught to children of varying levels of skill. It clearly demonstrates each skill. Emphasis is placed on methods and techniques involving total class participation. 16mm/color/24 min.

■ WALK IN MY SHOES

DISTRIBUTOR: McGraw-Hill Films LEVEL: All
COST: $325.00/both parts; AUDIENCE: All
$180.00/Part I; $180.00/Part II
RENTAL: $29.00

DESCRIPTION: This film studies the diversity of views within the black community. As it explores the black experience, many voices are heard: a New York taxi driver, Dick Gregory at San Francisco's "Hungry i," the Black Muslims, city people and country people, northerners and southerners, and Percy Sutton — the Harlem political leader. They speak for and against moderation and radicalism. But one point is agreed upon: the black man is not yet accepted in the mainstream of American life. 16mm/b&w/54 min.

■ WATER PLAY FOR TEACHING YOUNG CHILDREN

DISTRIBUTOR: NYU Film Lib. LEVEL: E. Ch.
COST: $230.00 AUDIENCE: Tea.
RENTAL: $20.50

DESCRIPTION: This film, an upstaged documentary, shows the value of water as a natural resource in the preschool with children from toddler age to 5-years old. The settings vary from a college laboratory nursery school and an inner city day care center. It shows how water can provide a deeply satisfying sensory experience, as well as an educational medium. The film demonstrates how the staff can control and direct the use of water, so that it is constructive. 16mm/color/17 min.

■ WATTS LIBRARY OUTREACH PROGRAM

DISTRIBUTOR: ACI LEVEL: All
COST: $250.00 AUDIENCE: Lib., Adm., Tea. Par.

DESCRIPTION: This film, produced by the Los Angeles Public Library, shows how a library can become an integral part of the community and bring in non-users. This library attracts visitors in innovative ways, from community rock concerts and variety shows to weekly craft activities and story hours for pre-school and elementary age children. Community aides bring books to citizens confined in their homes, while students use it as a study hall. The entire project is examined. (Preview prior to purchase is available.) 16mm/color/19 min.

■ WAY OF OUR FATHERS

DISTRIBUTOR: U. of Calif. EMC LEVEL: All
COST: $395.00 AUDIENCE: Tea., Adm., Coun.

DESCRIPTION: This film documentary looks at the Indian culture and its relation to the American education program. Interviews with Indian students and parents reveal their feelings of alienation and indignation caused by history texts and classes distorting or ignoring the qualities of their culture. The film then analyzes various programs developed to create a new awareness and pride in the Indian culture — bicultural history courses in high schools and colleges, lectures of Indian representatives who transmit their heritage, and programs for preservation of tribal heritage among Indian families. Comments of teachers, lecturers, and students involved in the program provide insight into their success. 16mm/color/36 min.

■ WAY OUT

DISTRIBUTOR: IDI LEVEL: All
COST: $250.00 AUDIENCE: Tea. Coun., Adm.

DESCRIPTION: This film portrays 4 ethnic groups in America — Black Americans, Spanish-speaking Americans, American Indians, and Appalachian White Americans. It gives a picture of the environments of poverty and hopelessness in which many of these individuals live. It focuses on the problems to stimulate viewers to think about and discuss solutions. 16mm/color/33 min.

■ WE STILL NEED ARITHMETIC

DISTRIBUTOR: Time/Life LEVEL: Elem., Mid.
COST: $250.00/Indiv. films, AUDIENCE: Tea.
$1000/Series
RENTAL: $30/Indiv. film; $125/Series

DESCRIPTION: This film illustrates a new approach in mathematics teaching—the Nuffield Mathematics Teaching Project in England. In his film the new teaching approach puts arithmetic into a total mathematical context. The emphasis is on pattern and structure. As children learn the meaning of number and addition,they begin to find patterns associated with combining numbers. Children also work with concrete materials to develop mathematical concepts. Dienes blocks help them understand place value. Napier Rods aid in breaking down multiplication. Multiplication is also illustrated by doubling and distribution. 16mm/b&w/30 min.
Part of Series: **Children and Mathematics**

■ WE'RE NOT ALL ALIKE

DISTRIBUTOR: NEA-Publ. LEVEL: All
COST: $43.45/Set; AUDIENCE: Tea.
$9.00/Indiv. tapes; $1.00/Booklet

DESCRIPTION: This audio library consists of 5 cassette tapes, taped during discussions of educators from 4 minority groups. The tapes cover viewpoints that will help teachers build and strengthen a human relations program. The 5 tapes are: 1) *Asian—The Tension of a Non-Western Tradition:* Asian teachers describe childhood in the United States and present the need for bilingual education; 2) *Black-Survival and Self-Determination:* Black teachers discuss the black experience in the schools and the significance of education to black people; 3) *Chicano—The Options of Biculturalism:* Chicano educators discuss the advantages a bicultural individual has in a pluralistic society; 4) *First American-Preserving and Sharing an Inheritance:* Indian teachers contrast Indian experiences in Anglo schools and in their own communities; and 5) *The Architecture of Pluralism (Asian, Black, Chicano, First American):* members of 4 NEA caucuses exchange views on the present outlook of American schools and needed changes. The kit also contains *Discussion-Starter Question* pamphlet and a human relations booklet. All tapes are 30-40 minutes in length. The kit is contained in a shelf case.

■ WELCOME TO OUR WORLD

DISTRIBUTOR: McGraw-Hill Films LEVEL: Elem., Mid
COST: $90.00/Kit with record; AUDIENCE: Tea., Com.
$64/kit with cassette; $10/indiv. filmstrips; $6/indiv. records; $7/cassettes; $4.95/manual

OBJECTIVES: Facilitate communication between children and adults.

DESCRIPTION: This sound filmstrip (79-93 frames) consists of open-ended conversations with 4 elementary students over a 1-year period in school. The discussions show the ways children seek pleasure; the ways they take risks; the ways they envision the future; and their awareness of friends, family, and environment. The ways families, friends, and environment influence these children are also outlined. The 4 children—Angus (13-years-old), Barry (12-years-old), Laurie (11-years-old), and Maria (12-years-old)—are featured on each tape. The 4 sound filmstrips with audible and inaudible cues are: 1) *Kids and Their Neighborhoods*, 2) *Kids and Their Families*, 3) *Kids Alone*, and 4) *Kids and Kids*.

■ WET MOUNTING PICTORIAL MATERIALS

DISTRIBUTOR: Indiana LEVEL: All
COST: $100.00/color; $50/b & w AUDIENCE: Tea.
RENTAL: $4/color; $2.75/b&w

DESCRIPTION: This film explains the advantages of wet-mounting paper materials on cloth and demonstrates the wet-mounting process in detail. Methods of displaying wet-mounted posters, charts, and maps are shown. This film is also available in a Spanish language version. 16mm/color and b&w/12 min.
Part of Series: **Preparation of Audio-Visual Materials.**

■ WHAT CAN YOU DO TO HELP YOUR CHILD SUCCEED?

DISTRIBUTOR: NEA-Publ. LEVEL: All
COST: $16.00 AUDIENCE: Tea., Par.

DESCRIPTION: This filmstrip (94 frames/color/11 min.) with accompanying record outlines problems that keep children from succeeding in school and suggests some ways that parents and teachers can help. The filmstrip studies individual differences, stages of development, and emotional and physical handicaps.

■ WHAT DID YOU LEARN IN SCHOOL TODAY?

DISTRIBUTOR: Indiana LEVEL: All
COST: Consult Distributor AUDIENCE: All

DESCRIPTION: This documentary studies many facets of the open school. The film traces its beginnings in England after World War II. It then studies various principles of the open schools: independent study, success-oriented, needs-oriented, and environment utilization. Reasons for adopting this curriculum are discussed by teachers; further documentation is offered by a study of the rebellion in Watts prior to the institution of an open school system. The film also studies the training necessary to develop teachers to guide these classes, such as open education teacher workshop. 16mm/b&w/2 parts: approx. 1 hr.

■ WHAT IS MUSIC?

DISTRIBUTOR: CMP LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

DESCRIPTION: This film reviews the basic elements of music. It offers an approach and terminology useful to the study of all music. The elements of sound — duration, frequency, intensity, and timbre — are presented in a musical context. The film provides musical excerpts drawn from a variety of the world's cultures, traditions, and styles to suggest a global perspective in music study. It also shows the human aspects of music: people functioning as creators, performers, and listeners. The film is accompanied by a guide. 16mm/color/20 min.

■ WHEN EVERY HIGH SCHOOL TEACHER IS A READING TEACHER, Association of Classroom Teachers

DISTRIBUTOR: NEA-Publ. LEVEL: High
COST: $12.00 AUDIENCE: Tea.

DESCRIPTION: This filmstrip (100 frames/color/12 min.) with accompanying 33-1/3 rpm record suggests principles and practical procedures that may be applied in the classroom, based upon scientifically-validated findings and expert opinion. The filmstrip stresses reading development in every subject area through planned instruction. The filmstrip outlines ways of assessing reading ability, broadening reading interest, assisting students in translating problems into facts, and developing better study techniques, such as SQ3R. A related publication, *Reading in the High School*, is available for $.50.
Part of Series: **What Research Says to the Teacher**

■ WHEN SHOULD GROWNUPS HELP?

DISTRIBUTOR: NYU Film Lib. LEVEL: E. Ch.
COST: $90.00 AUDIENCE: Tea.
RENTAL: $9.00

DESCRIPTION: This film shows preschool children in various contrasting situations in which they require help from adults or they manage successfully themselves. It is pointed out that sometimes adult help is necessary in order that the child succeed in projects which he has undertaken. At other times it is important for adults not to intrude their goals of speed or efficiency. The grownup must decide whether to give help or not, depending on the situation and his perception of the child's need. Following this introduction, 4 scenes are shown without comment. Captions then instruct the audience to decide in which of these episodes the children should have been helped. All 4 episodes are then shown again for audience discussion. 16mm/b&w/14 min.

■ WHEN SHOULD GROWNUPS STOP FIGHTS?

DISTRIBUTOR: NYU Film Lib. LEVEL: E. Ch.
COST: $90.00 AUDIENCE: Tea.
RENTAL: $9.00

DESCRIPTION: This film points out that fights, quarrels, and conflict occur even in nursery school and can provide a peaceful and satisfying setting for the development of young children. When they do occur, the teacher must decide whether or not to intervene. The teacher must know her children well and be a skilled and sympathetic observer in order to quickly size up the meaning of the conflict situation for the children involved. Four different situations are shown which involve conflicts among 2-5 year-olds, but the resolution of these conflicts is not shown. The audience is invited to discuss the issues raised. The arrangement of the film permits the instructor to repeat the episodes immediately after some discussion. 16mm/b&w/15 min.

■ WHO DID WHAT TO WHOM?, Robert F. Mager

DISTRIBUTOR: Research Press LEVEL: All
COST: $195.00/Film AUDIENCE: All
& Leader's Guide

DESCRIPTION: This film and the accompanying **Leader's Guide** comprise all necessary materials for a 2-hour viewing and discussion session in which group members learn to recognize basic behavioral principles in action. The principles covered are positive and negative reinforcement, punishment, and extinction. The film consists of 10 short scenes of typical events which occur at home, in school, or in the office. After each scene, discussion time is provided to help viewers understand what they have seen, the probability of it happening again, how an event can be changed to achieve a more positive result, and how the film applies to their own experiences. The **Leader's Guide** provides instruction in developing these discussion topics in a 2-hour workshop. (Individual copies are available for $2.50.) 16mm/color/16-1/2 min.

WHOLE NUMBER CONCEPTS I: LEARNING STATES, Mary Ann Byrne et al.

DISTRIBUTOR: Georgia LEVEL: Elem., E. Ch.
COST: $.80 AUDIENCE: Tea.

OBJECTIVES: 1) Demonstrate understanding of the learning stages through which a child should pass as he acquires a mature concept of the whole number; 2) identify the objective tested by a task; 3) correctly infer whether or not a child has attained an objective after viewing his performance in a task; 4) create tasks which test particular objectives; and 5) administer a series of tasks to a child and assess the child's understanding of whole number concepts.

DESCRIPTION: This module (28 pages) develops understanding of how children learn about whole numbers in an organized way and how to diagnose a child's existing concepts. Learning activities include: a) studying text material provided in module (17 pages); b) designing tasks for children measuring their attainment on various objectives; c) viewing a videotape of a child responding to tasks developing whole number concepts; and d) (optional) interviewing a K-2 grade student, assessing his mastery of whole number concepts.

EVALUATION: A short answer test is required but not provided; however, a sample test is provided in the module. A videotape evaluation form is provided and is evaluated by the instructor.

Part of Series: **Mathematics Education**

WHOLE NUMBER CONCEPTS II: TEACHING PROCEDURES, Mary Ann Byrne et al.

DISTRIBUTOR: Georgia LEVEL: Elem., E. Ch.
COST: $.80 AUDIENCE: Tea.

OBJECTIVES: 1) Demonstrate procedures for teaching whole number concepts to students in grades K-2; and 2) select and use homemade and commercial products to develop whole number concepts.

DESCRIPTION: This module (31 pages) consists of 6 sections of skill development: 1) **Understanding Counting and Measuring Models for Whole Numbers,** 2) **Recognizing Common Teaching Aids for Whole Numbers,** 3) **Using Counting Objects,** 4) **Using the Number Line,** 5) **Using Rods or Bars,** and 6) **Classroom Performance.** A pretest determines which section of the module the participant needs to complete. Learning activities include: a) studying examples of counting lessons; b) surveying teaching aids and catalogs of school supplies; c) reading suggested materials (not provided); d) making an inventory of pertinent materials in participant's school; e) reading study materials provided in module; and f) determining a child's level of attainment. A 3-page list of reading and audio-visual reference materials is provided.

EVALUATION: A sample pretest is provided in the module. A pretest and posttest are required but not provided. A form for recording results of test is provided.

Part of Series: **Mathematics Education**

WHOLE NUMBER SYSTEM-KEY IDEAS, National Council of Teachers of Mathematics

DISTRIBUTOR: UEVA LEVEL: Elem.
COST: $214.00 AUDIENCE: Tea., Par.

DESCRIPTION: This film analyzes and reviews in depth the most critical ideas in the **Mathematics for Elementary School Teachers Series:** set, correspondence, number, number operations and their properties, order, and proof. It also presents the basic philosophy and goals of the new approach to elementary mathematics. 16mm/color/27 min.

Part of Series: **Mathematics for Elementary School Teachers**

WHY AM I AFRAID TO TELL YOU WHO I AM?

DISTRIBUTOR: Argus LEVEL: All
COST: $35.00 AUDIENCE: Tea., Coun., Adm.

DESCRIPTION: This 2-part sound-filmstrip helps viewers recognize the roles they and other people play. The characters in John Powell's book (of the same name) are featured in cartoon-style, interspersed with actual photographs. The filmstrips can be used in group counseling sessions. The filmstrips are accompanied by either a cassette-tape or record. 2 filmstrips/242 frames/27 min.

WHY PERSONALIZE INSTRUCTION?, Tom Hill, Carl Spencer, and Robert Klabenes

DISTRIBUTOR: V.I.P. LEVEL: All
COST: $1.75 AUDIENCE: Tea.

OBJECTIVES: 1) Give at least 2 reasons why the idea of learning hierarchies or sequences supports the need to individualize instruction in an area of the curriculum chosen by the participant; 2) develop outlines for position papers on: a) the rationale of personalized instruction and b) instructional programs that develop individual uniqueness.

DESCRIPTION: This instructional package (46 pages) consists of 3 lessons with both required and optional activities. Learning activities include: 1) viewing *Analyzing Learning Outcomes* (Vimcet), *The Nature and Effect of Individualized Instruction*, and one of a list of other films; 2) reading study-narratives in the package and enclosures — "Teaching the Young to Love" (Frymier), "To Make a Difference in the Lives of Children" (Drummond), and "Positive Reinforcement" (Howe), 3) participating in class discussion; 4) constructing a learning hierarchy and a scattergram chart; 5) analyzing a scattergram; 6) formulating a philosophy of education; and 7) completing exercises in module.

EVALUATION: Self-checks with criteria for evaluation are provided for each of the 3 lessons in the package

WHYS AND HOWS OF STUDENT FILM-MAKING

DISTRIBUTOR: Urban Media LEVEL: All
COST: $28.50/with records; $30.50/with cassettes AUDIENCE: Tea.

DESCRIPTION: This teacher training program is designed to help teachers understand the role of film-making in education and the importance of visual literacy as a communication skill. The kit explains the philosophy behind these concepts, gives specific examples of how film-making can be used at different grade levels, and provides some simple technique suggestions. The kit consists of: 1) 2 filmstrips, one depicting *Why?* and the other, *How?* (each is 55 frames/color/10 minutes); 2) one 33-1/3 record with audible or inaudible signals or a cassette tape which accompanys the filmstrips; and 3) *Proceedings of the First National Conference on Visual Literacy* (326 pages) which serves as the teacher's resource and guide. Total completion time: 20 minutes.

■ WORD RECOGNITION SKILLS, Ira E. Aaron et al.

DISTRIBUTOR: Georgia LEVEL: E. Ch., Elem.
COST: $.40 AUDIENCE: Tea.

OBJECTIVES: 1) Prepare one exercise for teaching each of several selected word recognition skills; 2) relate in writing agreements and disagreements in word recognition skills sequencing in 3 basal reader series; and 3) demonstrate teaching word recognition skills.

DESCRIPTION: This module (10 pages) develops skill in teaching word recognition skills (exclusive of phonics and related skills). Required activities include: 1) studying mimeographed enclosures on "Pupil Behaviors"; 2) preparing one exercise for each of 3 word recognition skills; 3) teaching a child using the developed word recognition skill exercises; and 4) comparing skills-sequencing in 3 series of basal readers. Learning alternative routes include: a) reading chapters in *Teaching Word Recognition Skills;* b) using audiotape, *The Word Recognition Skills;* c) using kinescopes depicting word recognition skills; or d) attending a workshop session.

EVALUATION: Proficiency will be assessed by means of objective tests (not provided), study of materials prepared by student, and observation of actual teaching.

■ WRITING AND CLASSIFYING INSTRUCTIONAL OBJECTIVES, R. H. Shreve

DISTRIBUTOR: Idaho LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: 1) Write complete instructional objectives with 100% accuracy; 2) reconstruct with 100% accuracy objectives that are improperly written or stated, so that they contain the correct elements; and 3) using a reference, classify objectives in the cognitive and affective domains by level with 90% accuracy.

DESCRIPTION: This Learning Activity Package # 3 (LAP), 30 pages, consists of 2 sets of activities; the first set develps skills in writing and evaluating objectives; the second develops skill in classifying objectives within the 3 domains of Bloom's Taxonomy. Core activities for the first section consist of: 1) reading programmed materials in module; 2) reading Mager's *Preparing Instructional Objectives* and Gronlund's *Stating Behavioral Objectives for Classroom Instruction* (readings not included in module); 3) viewing the Vimcet filmstrip, *Education Objectives;* and 4) completing exercises provided in appendices on writing objectives. The activities for the second section consists of: 1) reading articles in the appendices on: a) "Bloom's Taxonomy — Cognitive Domain" (5 pages), b) "Taxonomy of Educational Objectives" (2 pages), c) "General Instructional Objectives and Behavioral Terms for the Cognitive Domain" (4 pages), d) "Examples of General Instructional Objectives and Behavioral Terms for the Affective Domain" (2 pages), and e) Gronlund's "General Instructional Objective and Behavioral Terms" (6 pages); 2) working exercises in appendices on classifying objectives; and 3) viewing Vimcet filmstrip #3.

EVALUATION: Exercises in LAP are self-graded. Final evaluation is a unit test, not provided. Criteria of 90% score is required.

■ WRITING OBJECTIVES FOR IMPROVED INSTRUCTION, James F. Garvey and Richard H. Brautigam

DISTRIBUTOR: Career Aids LEVEL: All
COST: $55.00 (Additional Audi-Texts and Administrator's Guides available for $1.00 each) AUDIENCE: Tea., Adm., Sup.

OBJECTIVES: The teacher-participant will be able to: 1) produce objectives in the three domains which will include all of the essential elements and are worthy, realistic, and consistent with district finances and goals; 2) state the need for and produce a balance of objectives in the 3 domains; and 3) write objectives in the arenas of: a) expected student progress, b) suitable learning environment, c) proper student control, and d) other adjunct duties. The administrator supervisor-participant will be able to: 1) produce instructional aims, school objectives, instructional objectives, and professional growth objectives which are well-written and consistent with district goals; 2) evaluate objectives in terms of essential elements, worthiness, feasibility, and consistency with district finances and goals; and 3) establish effective teacher performance-appraisal based on objectives.

DESCRIPTION: This kit provides instruction, practice, and review of the construction, use, and evaluation of objectives. It can be used by groups or individuals and is appropriate for all subject areas and grade levels. The kit contains 3 major sections, each with its component parts. 1) A filmstrip-cassette overview (24 frames/color/15 min.) introduces major terms and concepts which will be developed in depth in the 2 other programs; it can also be used for continued review. 2) The teacher's program consists of the *Teacher Audi-Text* (28 pages; 10 texts included in kit) and 2 audio-cassettes (4 sides); this section follows a programmed text format with the work-text providing exercises and the cassette-lectures providing instruction, enrichment, and answers to text problems on such topics as learner-centered objectives, essential elements of objectives, taxonomy of objectives, and suitability and quality of objectives. (Completion time: 2-1/2 - 3 hours). 3) The administrator's program provides specialized enrichment of the teacher's program and consists of an *Administrator's Guide* (14 pages) and an audio-cassette, this section offers additional instruction and practice on the construction and evaluation of objectives. (Completion time for Administrator's Program: 1 - 1-1/2 hours). Total completion time: 3-1/2 - 5 hours.

EVALUATION: The programmed format allows self-graded appraisal of progress; also opportunities are provided for fellow-student evaluation of objectives. A review quiz is provided in the *Teacher Audi-Text.* A posttest is optional and consists of meeting specific program objectives as listed in the *Teacher Audi-Text,* i. e. writing objectives in the 3 domains and assessing the kit.

■ WRITING OBJECTIVES — HIGHER COGNITIVE DOMAIN, Charles O. Larson

DISTRIBUTOR: V.I.P. LEVEL: All
COST: $1.50 AUDIENCE: Tea.

OBJECTIVES: Write properly stated behavioral objectives in the higher cognitive levels.

DESCRIPTION: This skill building package (14 pages) is self-instructional and consists of required and optional activities. Learning activities include: 1) viewing *Selecting Appropriate Educational Objectives* (Vimcet #3) and completing accompanying answer sheet; 2) reading the enclosure, "Condensed Version of the Cognitive Domain (Handbook I) of the Taxonomy of Educational Objectives" (Bloom et al.); 3) participating in group discussions; and 4) completing written objective and practical exercises.

EVALUATION: Diagnostic pretests and keys are provided. Failure to successfully complete these pretests routes the user to conferences with the instructor. Criterion tests with keys are provided after each activity section.

■ WRITING STUDENT PERFORMANCE CONTRACTS (SPC), R. F. Latta and W. Kalenius

DISTRIBUTOR: WWSC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea

OBJECTIVES: 1) list 6 components of a SPC; 2) given a list of 10 components and a list of 10 descriptors, match each component with its appropriate descriptor; and 3) given a faulty contract, identify the oversights and rewrite the document.

DESCRIPTION: This 41-page Learning Activity Package (LAP) # 9 describes how to write and evaluate a SPC. The LAP contains 3 parts: 1) **Part I** presents an overview of the components of a SPC, 2) **Part II** presents several different uses of the SPC and discusses a plausible format for each use, and 3) **Application Exercise** requires the development of an SPC. Results on a pretest routes the participant through the module. The participant reads narrative material and completes exercises (answers provided). Appendices include: "Supplemental and Enrichment Materials," "Handouts to Orient Students to SPC," and "Sample Contracts for Grades 2 and 3." Completion time: 3 - 6 hours.

EVALUATION: The pretest and posttest are required and provided. Answer keys, evaluative criteria, and steps for remediation are provided.
Part of Series: **PAL System**

Y Y

■ YOUR CHILD—FROM HOME TO SCHOOL

DISTRIBUTOR: NSPRA LEVEL: E. Child
COST: $20.00 AUDIENCE: Tea., Par

DESCRIPTION: This program consists of a filmstrip (91 frames/color/35 min.), a cassette tape, and a script-guide booklet. The program describes the changes that are taking place in early education, the emphasis on individual differences in children, and the programs and teacher preparation needed to meet these differences. The basic idea is that education is a partnership between the home and the school. Emphasis is also given to the parent as a child's first teacher and the guidance and experience that a child should have before entering school.

Distributors

A

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GPT	General Programmed Teaching Division of Commerce Clearinghouse, Inc. Quail Hill, San Rafael, Calif. 94903
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I

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